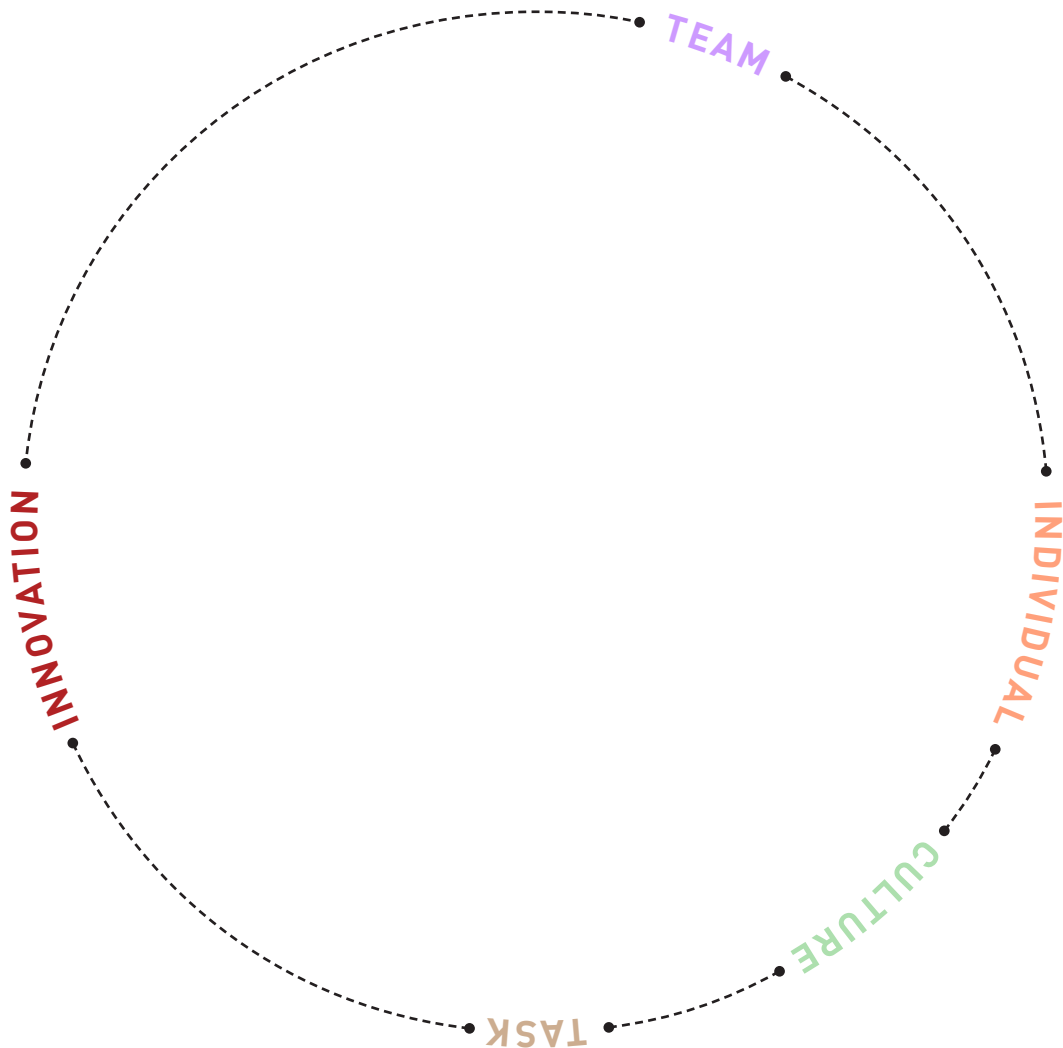# How can higher education play a role in creating the leaders of the future in creative organisations?

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TEAM

INDIVIDUAL

CULTURE

TASK

INNOVATION

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ABSTRACT

Globalisation is having a profound effect on the style of leadership required in creative organisations. The introduction of new technologies, growing cross-cultural diversity and changes in the purpose of younger workforces are just some of the interdisciplinary effects forcing us to rethink what effective leadership will look like in the next five years.

Many leadership experts have already theorised the key mindsets that will define future leadership, along with the important skills and competencies to support them. However, there is little research regarding how these mindsets can be encouraged within younger generations, who will soon be the faces of our organisations.

Original data was collected in the form of an extensive questionnaire. This aimed to understand participant's thoughts and feelings surrounding defining leadership, whether future leadership would change and whether education could play a role in fostering future talent.

This data provided both qualitative and quantitative results, allowing for greater scrutiny through statistical and content analysis. Market research was also conducted using information provided by the Higher Education Statistics Agency (HESA) to understand the viability of the study Although experts identified key areas for improvement in terms of future leadership competencies, such as having a global outlook, being collaborative and thinking outside of the box, participants failed to recognise the importance of factors outside of today's requirements.

The ability to engage with technology and be consumer-focused were just two of the mindsets the participants failed to identify as critical to future leadership, despite the testimonies of leadership experts. However, the findings did support the theory that education is an effective tool for fostering leadership talent within our future graduates, especially when this education is focused on future thinking.

Key Words

leadership, future, mindset, competency, design thinking, design-basaed learning, abductive, reflection, innovation, global thinking, futureproofing, higher education

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INTRODUCTION

the context

Laker (2020) describes the inevitable phenomenon that businesses will operate in a profoundly different way in the next five years. For future leaders, the greatest challenge will be encountering obstacles previously unfaced by their past and present counterparts (Morgan, 2020).

Businesses can no longer keep up with the "pace of change," as current leaders are torn between innovating to stay ahead of competition, and meeting their targets for today (Kotter, 2012). In the 2019 Global Human Capital Trends survey, 80% of respondents highlighted leadership as a high priority within their organisation. However, of this 80%, 60% of organisations felt they were not able to meet their current leadership requirements (Volini et al., 2019).

Morgan (2020) found that within organisations, people move into leadership roles in their mid to late 20s. However, any formal leadership training within their workplace didn't come until they were in their late 30s and early 40s. This presents the problem of organisations failing to improve their leadership training policies, which becomes even more problematic when we consider the "future leadership crisis" we are facing (Morgan, 2020).

As the principles defining good leadership continuously evolve, leaders must be motivated to change, adapting their way of working to fit with the way society thinks, lives, and works (Morgan, 2019). Currently, leadership transformation is being pushed by burning platforms (Fuda, 2018). This refers to the interdisciplinary aspects creating crises and forcing changes in leadership, such as the effects of rapid globalisation (Rix, 2020).

As the workplace becomes ever more global, organisations are expected to operate with collaboration, diversity, and empathy to different cultures. When we consider the impact of these changes, we are moving towards an environment that embraces risk-taking and sees failure and visionary innovation as vital criteria for organisational success (Howe, 2015).

Global Citizen -

Servant

Chef

Explorer

Coach

Futurist

Tech Teen

Translator

Yoda

the consequences

Notable Nine Mindets by Morgan, 2020

Mindset and way of thinking are key to meeting these requirements. Morgan (2020) presents the future leadership mindsets, a set of nine principles that will define what leaders need to become.

They include the Global Citizen, the Servant, the Chef, the Explorer, the Coach, the Futurist, the Technology Teenager, the Translator, and the Yoda. Each mindset addresses what leaders need to express in order to overcome the changes happening in leadership. See Appendix 1 for a

detailed breakdown of these mindsets. Alongside this, leaders must become more "design-led" - Xenophon (1994) states that an effective leader is someone who possesses a 'true knowledge of human nature.' Instead of seeing human nature as something social, cultural, and holistic, the future leader must become more "design-led" in nature.

To address the changes presented by Rix, future leaders need to learn to incorporate elements of experience, culture, values, and purpose into their mindsets.

If the skills required to be an effective leader will change in the future, yet organisations are failing to meet even the current requirements, how can we expect to prepare the next generation to overcome these unfaced obstacles?

Hyland and Merrill (2003) define education as a means of preparing young people to be responsible for "the quality of society and civilisation" through understanding "spiritual and moral values." These values can be redefined

to reflect aspects of leadership, such as being empathetic and having a global outlook that encourages collaboration. Education provides the perfect opportunity to prepare young people for the future and therefore foster leadership skills.

Rost (1991) supports this idea, stating that incorporating leadership studies as a foundation within curricula can allow practitioners to "think new thoughts about leadership that are not possible from a unidisciplinary perspective".

purpose of the study

The aim of this study will be to design a curriculum framework, which will allow relevant subjects to incorporate future leadership education into their courses. This framework will encourage students to embody the aspects of leadership required for creative organisations, with emphasis on the changes we will see in the future.

research aims

To arrive at an evidence-based conclusion, the following aims, objectives, and research questions were created. The overall goal of this investigation is to understand how higher education plays a role in creating the leaders of the future in creative organisations. This covers two main topic areas. Firstly, the changes we will see in leadership styles and secondly, to explore the role higher education can play in creating the solution.

Therefore, the following research aims are presented:

1)   To explore how and why eadership styles will change within creative organisations in the next five years.

2)   To understand how higher education can be utilised to produce the leaders of the future within creative organisations.

research objectives

To support these research aims, multiple research questions were established.

Each of the research aims has three research questions attributed to it. To understand changes in leadership, we must first define the role of leadership. Then, we must look at the different aspects influencing change. Finally, we must assess how these aspects will influence the principles defining leadership in the future.

Therefore, the following research aims are presented:

RQ1   What role does leadership play within creative organisations?
RQ2   What are the different interdisciplinary aspects influencing changes in leadership in creative organisations?
RQ3   How will the principles defining 'good leadership' change over the next five years?

We must then understand the role that education plays within this topic. It will also be important to identify what level of education is most appropriate for inspiring leadership. Finally, we must understand exactly how higher education can be used to foster future leadership mindsets.

A further three research questions were created:

RQ4   To what extent does education play a role in creating leaders?
RQ5   What does mastery mean and why is it an effective level of study for inspiring leaders?
RQ6   How can we utilise higher education to create the leaders of the future for creative organisations?

structure

This investigation will be split into three main sections. Firstly, an in-depth literature review will address the existing information linking to future leadership and the key resources within the research field.

Following this, a hypothesis informed by the literature will be presented exploring how and why leadership education must develop to meet the requirements of the future.

Primary research will be conducted to prove this theory. This will be both qualitative and quantitative in nature, offering two perspectives on the relationship between education, changing mindsets and future leadership.

This will give support to the recommendations which will aim to present a new norm for the study of leadership for creative organisations.

scope

When we consider future leadership, it is important to define an appropriate timescale. In this case, "future" looks forward five years, fitting with the methodology Morgan used to define his Notable Nine mindsets.

While it is true that effective leadership requirements will constantly evolve, today we can address the main reasons for change and recommend an adaptable solution that can be redefined alongside future leadership principles.leadership for creative organisations.

LITERATURE REVIEW

secondary investigation

"an individual who significantly affects the thoughts, feelings and behaviours of a number of individuals"

Gardner, 2011

DEFINING LEADERSHIP

Before exploring the implications of future leadership, we must first define what leadership is and how it currently operates within creative organisations. Finding the true definition of leadership is is one of the most complex areas within this research topic due to the incredible variety of interpretations.

To put leadership within the research context, we can look to Gardner's definition (2011) as "an individual who significantly affects the thoughts, feelings and behaviours of a number of individuals".

Building on this, Wiseman and Mckeown (2010) explore the idea of 'multipliers' within leadership; people who are able to increase the 'intelligence' within organisations and their populations.

While this definition of leadership links well to the purpose of this research, it is important to recontextualise what intelligence could mean. Instead of intelligence referring to the 'smartness' of people within an organisation, we can see leaders as catalysts of creativity (Lewis, 2016).

While smartness can refer to the intellectual level of a team, it is more appropriate to highlight the transformational effect of multipliers who bring about positive change in spractice by using design thinking as the foundation for their leadership style (ibid.).

This type of leadership is especially important within creative organisations: the Department for Digital, Culture, Media and Sport define 'creative organisations' as those that are built on the creativity and talent of individuals (2001).

We can then understand that these types of organisations thrive with a high level of autonomy. As stated by Mallia (2018), leadership in creative industries is a difficult process, as "the essence of creativity is to zig when others zag". To lead creative teams, leaders must first have a sound understanding of the creative process (ibid). Runco (1997) presents a list of personal characteristics that define an effective leader within these organisations.

1. *Autonomy*	7. *Tolerance of ambiguity*
2. *Flexibility*	8. *Risk-taking*
3. *Preference for complexity*	9. *Intrinsic motivation*
4. *Openness to experience*	10. *Self-efficacy*
5. *Sensitivity*	11. *Wide interests*
6. *Playfulness*	12. *Curiosity*

As well as this, leaders in creative organisations should engage with mentoring to "develop their subordinate's talents" and encourage their team to find their own intrinsic motivations. This links to Runco's characteristics of sensitivity and motivation, where a leader is responsible for not just their own development, but their team members' as well.

As a result of this, leadership in creative enterprises is moving away from servant relationships (Stevenson, 2018). Instead, leaders are aiming to create agile environments that motivate, guide, and empower rather than delegate and manage (Suomalainen et al., 2015). This change in leadership style is being directly influenced by external factors.

But how, and why, are leaders being forced to change?

SPECIFYING REASONS FOR LEADERSHIP CHANGE

As the expectations of society, consumers and future workforces develops, so must the skills of our future leaders. When we consider the motivations of leaders, Fuda's Fire Matrix (2013) highlights burning platforms and burning ambitions as the two main motivators of behavioural change in leaders. (See Figure 1 for the full model.)

Burning platforms can be defined as a very specific, urgent type of pain message that motivates, and even forces, change to take place (Ross and Segal, 2015). This chapter will look at the interdisciinary trends affecting organisations and leadership and the impact they will have on the role of the future leader.

But what are the key aspects driving this change?

organisational

01 organisitational burning platform	**04** organisational burning ambition
02 personal burning platform	**03** personal burning ambition

personal
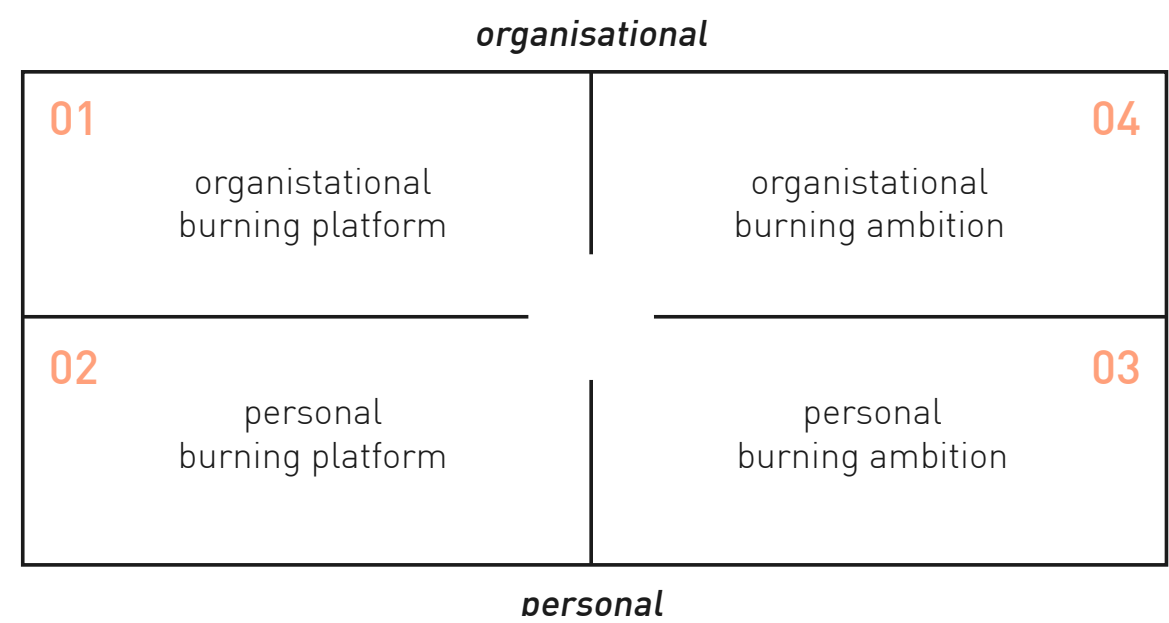
Figure 1 - Fire Matrix model by Fuda (2019) adapted by Uner, I (2021)

Grant Thornton (2019) define the biggest disruptor to the future of creative businesses as globalisation.

According to Guttal (2007), the term globalisation is a "complex and multifaceted phenomenon," encompassing different economic, cultural, social, and political changes that shape our world. It can be characterised as both a "natural and inevitable outcome" of advances in technology (ibid.), with the advent of 5G networks, the Internet of Things, Artificial Intelligence and Blockchain helping accelerate the flow of information and data between nations (Lutkevich, 2021). Further to this, Lutkevich (ibid.) defines globalisation as the "convergence of cultural and economic systems". This results in higher levels of interaction, interdependence and integration within different countries and markets.

economic

We can narrow down the effects of globalisation into three main categories. Firstly, economic globalisation refers to the "integration and coordination of international markets and financial exchange" (Babones, 2008).

For organisations, this means embracing the idea of multinationalism. The leadership style within the organisations must develop to match its new globalised nature; the use of global supply chains, outsourcing, and inter-firm alliances all impact the cultural agility of an organisation, allowing for expansion, diversification, and growth within the globalised markets (ibid.).

Sustainable Development Goals	Industry, innovation, and infrastructure
No poverty	Reduced inequalities
Zero hunger	Sustainable cities and communities
Good health and wellbeing	Responsible consumption and production
Quality education	Climate action
Gender equality	Life below water
Clean water and sanitation	Life on land
Affordable and clean energy	Peace, justice, and strong institutions
Decent work and economic growth	Partnerships for the goals

Table 1 - United Nation's Sustainable Development Goals

political

The second category is political globalisation. Although not directly linked to the workings of leaders within organisations, political globalisation has a profound impact on the way different markets must operate.

The United Nations (UN) is a key example of policymakers that bring countries together both politically, economically, and culturally (Lutkevich, 2021). Mooney and Evans (2007) also highlight the impact of social movements on globalisation, such as efforts to raise awareness about environmental protection at a global level.

The most important aspect of political globalisation that future organisations must consider within their leadership styles is the UN's Sustainable Development Goals (SDGs). See Table 1 for an official list of these goals.

Established in 2016, these goals act as a "blueprint to achieve a better and more sustainable future" for everyone by 2030 (United Nations, 2020). In fact, the UN states that organisations in 2020 and beyond must "usher in" a decade of "ambitious action" to meet the goals

(ibid.). For creative organisations, this aspect of political globalisation will play a big role in the direction, values and motivations of products and services. At a global level, organisations should secure great leaders to create smarter solutions. At a local level, the SDGs should be embedded as a framework within organisations.

Finally, at a people level, the youth, media, and academia must create an "unstoppable movement" that holds the goals close at heart and pushes for transformation (ibid.).

Finally, we must address cultural globalisation. Aditya (2006) defines this as the "transmission of ideas, meanings and values" around the world, with the goal of extending and intensifying social relations. The main factors influencing this in recent years are the internet, popular culture, the media, and international travel which all add to the process of carrying culture around the globe.

This links closely to Morgan's Global Citizen mindset; cultural globalisation provides organisations with the chance to diversify their workplace culture and process, thinking not just of their own society as the end consumer but of the impact of a project on a global scale (Wang, 2007).

cultural

GENERATIONS

Changes in demographics will also have a profound impact on future leadership styles. Institutional environments, ethics, values, and purpose are all elements of change that are directly influenced by globalisation (Grant Thornton, 2019).

Forces such as global warming and ethical debates are pushing organisations to reconsider their leadership style to fit with the shift in social values in younger generations, to draw in both employees and consumers alike. As well as this, Rix (2020) highlights the impact of 'purpose beyond salary' as it becomes much more prominent in the future workforce.

This means that young people are looking beyond money as a motivator for applying for jobs, and instead care more about how organisations align with societal values. Hu and Hirsh (2017) explain that experiences in the workplace can have a profound impact on a person's well-being. Firstly, the workplace can provide "economic security" as the most basic reward. Current generations are beginning to place more emphasis on finding "purpose, meaning and identity" within their workplace (Rossi et al., 2010). Due to this, the leadership style within organisations must develop to match the expectations of their employees, who are looking not just for financial compensation within a job role but also to bring a sense of purpose and significance to their lives (Hu & Hirsh, 2017).

However, it is not just changes in the mindsets of employees that are forcing leadership styles to develop. Mumford et al. (2001) consider pressure from competitors and "demanding consumers" as two other issues that are driving this need for change. In a similar vein to generational change, consumers are beginning to rank the values and motivations of a company higher than menial factors like the price of their products or services.

It is therefore vital for future leaders to engage with innovation to create value within their services and provide a unique selling point against competitors.

THE CONSEQUENCES OF CHANGE

Morgan's Notable Nine Mindsets

Having defined the different interdisciplinary aspects influencing future leadership, we can now identify the consequences of these changes. Morgan (2020) developed a set of nine key principles that he believes will define future leadership. These mindsets directly address issues like globalisation, generational mindset and increasing competition. These nine mindsets will be the foundation of this investigation.

Global citizen	Think globally, embrace diversity
Servant	Service oriented, humility and vulnerability
Chef	Embrace technology, purpose-driven and caring
Explorer	Curious, perpetual learner, growth mindset, open minded, agile and nimble
Coach	Engage and inspire, create leaders, work across generations and cultures
Futurist	Thinking of the future in everything
Technology Teenager	Tech savvy and digitally fluent
Translator	Listening and communicating
Yoda	Emotional intelligence

The first mindset Morgan presents is Global Citizen. As identified by Grant Thornton (2019), globalisation is driving the need for change in creative organisations. Due to this, leaders must also adapt to fit with a workplace culture that embraces diversity and thinks globally. However, traditional leadership trends must also be considered in the future – the Servant mindset highlights the need for service-oriented leaders that are both humble and vulnerable.

Thomas (2021) supports this sentiment, stating that a leader's most important role is as an enabler of their team. In the context of creative organisations, a "serve-first" mentality can bring leaders closer to their consumers. As a result, innovation and value can be fostered within solutions that focus on stakeholders (ibid).

The Chef mindset creates leaders who are purpose-driven and caring, while still embracing future ways of working. Instead of being driven by fear of change, future leaders must accept the idea of cultural adaptation and fit their leadership style to encourage humanity within their team (Dans, 2021).

Furthermore, Laker (2020) identifies that this Chef mindset must also push leaders to engage with new technologies – in fact, he states that the sense of purpose and humanity cannot be achieved without fully connecting with new technology to improve organisational efficiency.

This links closely to the Explorer mindset, which builds on the idea of VUCA (volatile, uncertain, complex, and ambiguous markets as theorised by Bennis and Nanus (1985). As supported by Laker (2020), future leaders must combine purpose with vision and embrace the unknown. As markets develop and widen due to globalisation, leaders will

face more complex situations. They may encounter different cultures, countries, environments, and values, all of which must remain interconnected variables within a project (Bennet & Lemoine, 2014).

As a result of this complexity, situations may also become volatile and uncertain. In fact, we are already beginning to experience the impact of global events on markets. The Covid-19 pandemic created a crisis that had strong implications on

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Morgan presents five more skill-oriented characteristics for future leadership. Firstly, the Coach mindset pushes leaders to motivate, engage and inspire others. As part of this, their goal should be to foster leadership in others as well as themselves. Conger and Fulmer (2003) refer to this as the "leadership pipeline".

Coach leaders should also embrace elements of Global Citizenship, working across generations and cultures to create diverse and effective teams that are prepared for the future. This begins to reflect the next mindset,

leaders, who found themselves pushed to make smart and fast decisions (Alexander et al., 2020). This is where the Explorer mindset becomes vital for future leaders to engage with – being open-minded, agile, and nimble will allow future leaders to "change course as the world around them evolves" (Laker, 2020). Leaders who are curious will allow organisations to ride the waves of uncertainty and use it as a force for innovation. As well as these four complex mindsets,

the Futurist. Botha (2016) highlights the growing need for leaders to think of the future that lies beyond strategy: instead of being driven by current problems and trends, leaders must engage with future thinking to "shape the landscape" of tomorrow's organisations (ibid).

Along with the growing effects of globalisation (Grant Thornton, 2019), new technologies are emerging that must become part of future leadership skillsets. Being a Technology Teenager reflects a leader's ability to engage with these new technologies, being "tech savvy" and

digitally fluent, where current leaders are not. Resnick (2002) highlighted the importance of this idea , stating that digital fluency is a necessary skill for obtaining jobs, effectively learning, and having a meaningful impact on society. In fact, White (2013) supported the inclusion of digital fluency in educational curricula, introducing topics such as design skills, critical thinking, digital fluency, and problem solving as key topics to successfully use digital technologies of the future.

The final criteria of the Notable Nine require leaders to communicate effectively and apply emotional intelligence, identified as the Translator and Yoda mindsets. For Translators, listening and communication comes naturally. Luthra and Dahiya (2015) define an effective leader as someone who can persuade, create, manage, support, and motivate through high levels of communication. Leaders of the future must continue to have a clear set of values, and "promote and inculcate" those values within their team (ibid). However, alongside being a Translator, leaders must

balance the act of persuasion and motivation with emotional intelligence. The Yoda mindset reflects a leader's need to act with empathy, using "emotional information" to guide their thinking, actions, and behaviour (Mayer & Salovey, 1997).

Morgan (2020b) highlights the importance of future leaders considering problems from an employee's or a consumer's perspective. This links back to the idea of generational change within workforces and markets, which Rix (2020) defined as a key factor for future leaders to consider when changing their approach.

Between the two aspects, the leader of the future must be able to step into the shoes of their team and their customers to see all angles of the situation, while being mindful of their own emotions, motivations, and desires. Within this delicate balance, effective leaders will have to be aware of both their strengths and their weaknesses, engaging in internal and external self-awareness (Morgan, 2020b).

Lewis's Design Thinking Competencies

Lewis presents a contrasting set of principles for future leadership. Instead of basing them on skills and mindsets, he creates a set of requirements an effective leader will have to fulfil in the future. To do this, he draws on design thinking components and adapts them into leadership competencies.

Conduits -------- "search and transfer knowledge"

Provocateurs --------- "provoke new thinking"

Shepherds ------- "stay close but not too close"

Motivators ------ "inspire, bigger than themself"

Firstly, a leader must "see the world in terms of problems and products" (Buchanan, 2001). This means having a keen sense of problem solving, risk-taking and motivation to create effective, valuable solutions.

As well as this, Lewis (2016) suggests that leaders should view themselves as products – to do this, individuals should understand their own benefits, features, assets, and liabilities. That way, they can continue to develop and improve themselves while still embodying a unique "personal brand".

Another key competency for effective leadership is the ability to act and think as a designer would (Brown, 2008). This suggests that design thinking plays a key role in the development of effective leadership, especially when considering the importance of innovation in creative organisations.

Echoing this, Lewis (2016) states that leaders must act as "catalysts for creativity" within their organisations. To support this, he presents four of his own mindsets to support Morgan's own.

01 According to Lewis, leaders must be Conduits – this means they should make the "search and transfer of knowledge" easier and more efficient (Carmeli et al., 2013). Lewis expands on this, stating that effective leaders are "connecters between pockets of knowledge" both within their own organisations and linking to their external professional networks.

As explored by Mellia (2018), a leader's domain knowledge should be readily shared within their team to encourage greater levels of understanding, higher levels of critical thinking and thus more valuable innovations. We can link this Conduit role to Morgan's Translator and Explorer roles, which value communication and growth mindsets to enhance the abilities of both themselves and their team.

02 The second role Lewis presents is the Provocateur – this is a leader who "provokes and encourages new ways of constructing problems" (Reiter-Palmon & Illies, 2004). Linking back to Morgan, the Futurist and Chef mindsets echo the importance of innovation and critical thinking within leadership roles.

As stated by Einstein, leaders should "spend 55 minutes thinking about the problem, and five minutes solving it". In the words of Lewis (2016), leaders must "prototype visions, not just products."

Lewis also suggests that leaders must be Shepherds – similarly to Morgan's Yoda and Coach mindsets, they must act with empathy, staying "close, but not too close" to their team (Kratzer et al., 2008).

Leaders must express emotional intelligence, moving away from micromanagement and instead encouraging their team. This in turn can help organisations produce more creative solutions, engaging and inspiring their employees (Lewis 2016).

This links closely to the next role, Motivators. Gumusluoğlu & Ilsev (2009) state that leaders who motivate can inspire their subordinates to "see greater significance in their work". As well as this, they can be encouraged to find their intrinsic motivation, an aspect of effectiveness we encountered before in Runco's list of leadership characteristics.

Leaders who encourage others be a part of "something bigger than themselves" can in turn help build resilience within organisations. One of the main impacts of globalisation is creating an unknown leadership environment. Leaders must be able to "tolerate failure and push through uncertainty" (Lewis, 2016). As supported by Kolko (2015), embracing ambiguity will be a definitive element of future leadership criteria.

Adair's Action-Centred Leadership

Adair's (1973) action centred leadership model offers a fundamental overview of the key aspects leaders must constantly consider to be 'effective', which differs again from Morgan and Lewis.

Firstly, leaders must always help achieve a common goal or task, while encouraging synergy and teamwork and responding to an individual's needs (Adair, 1973). However, when we think of creative organisations and future leaders, Task, Team and Individual on their own are not enough to ensure effective leadership. (See Figure 2 for an adapted model.) This way of thinking is becoming outdated, as modern workplaces move towards leading change and empowerment rather than rigid, formal environments (Chartered Management Institute, 2008). Therefore, we can rethink the model to create a new foundation for leaders in creative organisations.
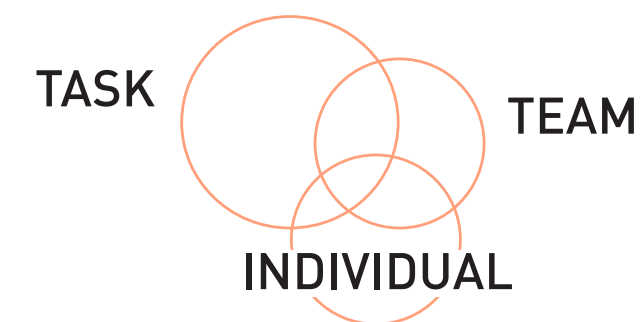
TASK TEAM

INDIVIDUAL

Figure 2 - Adair's Action Centred Leadership model, adapted by Uner, II (20201)

Firstly, innovation is a key element of leadership in these types of organisations (Şen and Eren, 2012), not just within the projects themselves but within the way the leader operates and communicates (Roffe, 1999).

The idea of innovation as key for future leaders is supported by Zaleznik (1992), who highlights the need for leaders to think about goals proactively, and shape ideas rather than responding to them.

This links closely to Morgan's mindset of the Futurist, which encourages big picture thinking: leaders should be the ones "paving the way" for creative ideas (Llopis, 2014), bringing innovation to the world rather than waiting for the world to ask for it.

For creative organisations, global thinking is key to creating a work environment that creates truly unique and valuable ideas (Goldsmith and Walt, 2005). As well as considering the impact of different cultures on both the outcomes and the way the idea is developed, leaders must adapt to the new "global creative society" (Flew, 2011).

Therefore, we can define **team, task, individual, culture and innovation** as the overarching considerations for effective leadership in creative organisations.

Having assessed three different authors and their views on future leadership, Morgan's Notable Nine provides the most user-friendly set of criteria that can easily be adapted to suit a new leadership curriculum. Therefore, his principles will be the main supporting material of the following chapters. Having resolved the reasons for change and the resulting consequences, we must now explore how we can encourage younger generations to engage with these mindsets.

What opportunities are there to effectively incorporate leadership studies into?

TEACHING FUTURE LEADERSHIP

Where is leadership taught?

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leadership studies in organisations

Volini et al (2019) emphasise the lack of infrastructure within organisations to train and develop leadership competencies effectively. Resistance to change is a major factor in the failure of workplace training regimes, as identified by Beer et al (2016).

They highlight four common obstacles to change that contribute to the lack of effective training within organisations. Firstly, confusion surrounding the strategy and values of an organisation can lead to team members operating with different,

and often conflicting, priorities (Beer et al., 2016). This is the same for leaders, who may not share the same agenda as their team and fail to identify how tasks can be prioritised synergistically (Pauzé, 2016). This leads us to the second problem in organisational leadership training.

As well as having conflicting values within a team, the leaders themselves may also "fail to commit to a new direction," (Beer et al., 2016) and fail to acknowledge that change is also necessary in their own behaviour.

"If future leaders must learn new skills, and organisations are struggling to provide effective training, how do they go about developing them?

This is especially common in organisations where leadership remains "old school" (Young Entrepreneur Council, 2020). Generational changes mean employees today are different, with different work ethics and expectations of their workplace. Therefore, leaders must be willing to adapt to meet their needs.

The third obstacle reducing the effectiveness of workplace leadership training is "a lack of coordination" across the business, its functions, its regions, and its talent bases. When current leaders fail to improve on poor organisational design, the chances of the business becoming future-ready in terms of both leadership and strategy are slim (Beer et al., 2016).

This links closely to the final barrier; a lack of empathy and trust within the workplace. Leaders are failing to identify the need for honest feedback and open discussions within the working environment while employees fear the formal power top-down leadership styles bring to management (Gallo, 2012).

But if future leaders must possess these skills to be successful and organisations are currently struggling to provide the training, how do they go about developing them? A new approach is needed to overcome the failings of organisational leadership training. Leadership education should be fostered at a much earlier level where resistance to change is not a damaging factor.

leadership studies in education

primary vs higher

There are two main methods of leadership teaching within education. Firstly, at lower key stage levels like primary education, leadership plays a more holistic role.

Although not directly stated as "leadership studies" within curriculums, early learning standards often feature skills related to leadership alongside the social and emotional development criteria (PennState Extension, n.d).

These skills are fostered through key words such as "self-confidence, problem-solving, prosocial and independence" (ibid.). This strategy builds on the idea that we are born "with the potential to develop" leadership skills. Leadership education throughout high school and sixth form follows the idea of soft skills, as within primary school. In fact, theory and strategy does not appear in curriculums outside of business-based subjects.

Bean (2009) highlights the growing need for high school students to engage with more group and team-based learning activities – education at this level becomes much more autonomous, with a focus on individual development rather than fostering skills such as teamwork and collaboration.

Here, we begin to see how leadership education falls behind what is required for the future – soft skills play a large role in effective leadership but must be supported by practical experiences to put the skills into context.

The first issue we encounter when thinking about leadership education is whether leadership is something that even can be taught. There has long been debate about whether leadership is an innate skill occurring naturally since birth, or a set of principles that can be learned through education. This began with Great Man Theory. Carlyle (1840) theorised that history could be solely attributed to "great men", key influential individuals who had a decisive effect on history due to their "natural abilities." These abilities included courage, intelligence, wisdom, inspiration and, most importantly in this context, leadership abilities. However, Spencer directly refutes this idea. He states that what Carlyle referred to as "great men" were simply a "product of their social environment".

"Before he can remake society, society must make him"
Herbert Spencer, 1896

When considering leadership education, Carlyle believed leadership could not be taught – if you were not born with the innate disposition to inspire and revolutionise, you did not have the capacity to lead effectively. However, for Spencer, leadership skills could only be developed in people through experiences within their social environment. Combining these two arguments, James (1880) provides two distinct factors that result in "social evolution". The unique individual who holds the "power of initiative and origination." However, they can only thrive as an effective leader when supported by their social environment, which has "the power to adopt or reject them and their gifts."

In summary, we can see that although individuals may be born with the skills and attributes that lend themselves to leadership, their experiences within their social and educational environment also have an impact on their effectiveness and preparedness.

LEADERSHIP EDUCATION IS CHANGING

Instead of aiming to create "inert repositories of knowledge" within teaching, the next generation of leaders needs to be given the kind of experiences that enable learning what it means to be a leader (Sternberg, 2021). According to Channing (2020), teaching leadership is both a "holistic and cyclical process".

In the past, an ex post facto style was used to teach leadership, using social science theory and historical case studies to explore how leaders succeeded in the past (Kerlinger, 1964). However, Revell (2008) now states that we must move away from historical analysis and instead begin to employ practical leadership experience within educational frameworks.

Learning through reflection in action

Leadership education requires a suitable teaching style in order to be effective. Buchanan (2017) stated that "the skills required of tutors are different for active learning". In this case, active learning refers to the idea of practicality within the studies.

Through this, tutors are responsible for creating a "psychological holding space", where students are free to challenge assumptions, innovate and "try on ideas like new clothes" (ibid). An American study conducted by Shalka

(2017) highlighted the beneficial impact that mentoring had within a leadership curriculum. Students who didn't experience mentorship did not achieve the same level of "socially responsible leadership development" compared to their peers who did.

This reflects Vygotsky (1978), who theorised that a student can only "learn to push their own boundaries of thinking and doing" with the help of someone more skilled in the subject area.

Learning through design thinking

In the 1980s, Nelson developed "design-based learning" (DBL) to foster higher levels of information acquisition, retention and synthesis. Built on the principles of kinesthetic problem-solving (Favre, 2009), learning through design proposes an "integrative, authentic approach to learning and teaching" that moves beyond the simple application of knowledge, to a higher level of evaluation and creation (Kafai, 2005).

Above all, this way of teaching supports the learning of subject matter beyond the direct topics. The integration of design thinking within a leadership curriculum allows students to develop "designerly ways of doing and knowing" (Cross, 1982). The idea of DBL links very closely to Revell's philosophy of practical learning in leadership studies.

To foster these "designerly" attitudes, a new way of learning and thinking must be taught as the foundation of the leadership studies: in this context, design thinking provides the perfect principles. Design thinking is a "structured process" that, above all, encourages innovation in both projects and mindset (Liedtka, 2018). It has been defined as everything from a set of principles, a tool, a philosophy, and a human logic (Gruber et al., 2015).

However, for the purpose of this study, design thinking will be defined according to Zheng (2018, p.738). They state that design thinking is a philosophy driven by problem-solving, with a focus on stakeholders, visualisation, experimentation, and abductive reasoning.

But how can design thinking help to support future leadership education?

The literature presents three main mindsets that characterise an effective design thinker, which is visualised in Figure 3. Firstly, Beverland et al. (2015) highlight human-centredness as vital within design thinking due to the importance of focusing on the consumers who will be experiencing the solution.

innovation

Abductive reasoning

Learning from failure

Human-centredness

DBL
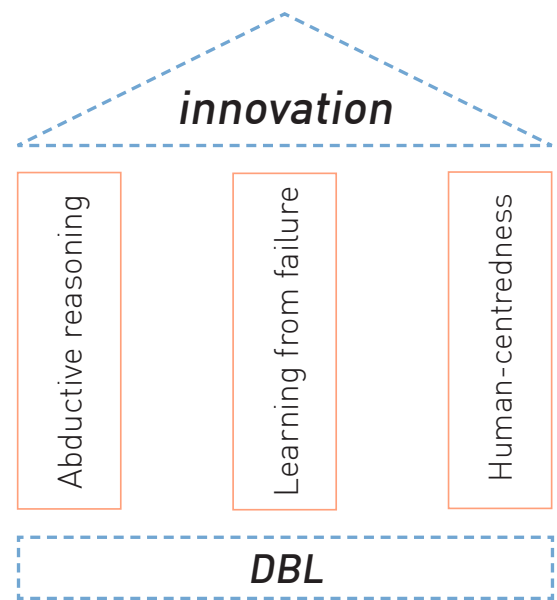
Figure 3 - Factors of design thinking, Uner, I (2021)

Brown (2008) supports this by creating a new name for this philosophy, "human-centred design thinking". However, a design thinker must go beyond "customer orientation" and seek to address the full range of "emotional and material events" that a user will experience (Jaworski and Kohli, 1993). This means that design thinking aims not only to solve a problem and present a solution, but also create a memorable experience in which meaning becomes part of the innovation (Gruber et al., 2015).

01

We must apply this human-centred mindset away from the role of a designer and into the role of a leader.

Bason and Austin (2019) state that the leader must "leverage a sense of empathy" in their team to connect with their end user, while still expressing empathy for both their employees and consumers themselves.

One effective example of this is Poula Sangill, a leader of a meal delivery service for senior generations in Denmark. As a leader, she embodies the idea of human-centred design thinking by taking a direct role in the service design process; by encouraging her team and herself to engage in a user journey activity, she was able to leverage empathy and through this, highlight problems and opportunities (ibid.).

The second mindset linked to design thinking is abductive reasoning (Cousins, 2018). This way of thinking sets aside premise to "challenge what exists", creating solutions and alternatives through innovation (Nakata and Hwang, 2020).

Abductive reasoning mindsets requires a person to base their decisions and ideas on "assertation more than evidence" while always questioning what could or should be, rather than what already is (Liedtka et al., 2019). In the context of leadership, abductive reasoning is the ability to think creatively "without tethers to the feasible" (Michlewski, 2008).

By doing this, leaders can truly benefit creative organisations by imagining unique, big picture possibilities. This idea of divergent thinking can be a stepping stone to valuable, practical solutions by thinking first of extreme, visionary ideas.

However, Bason and Austin (2019) warn that through encouraging divergence, there is a risk that the overall reflection of the company will be lost. Leaders must act as an example and encourage a strong sense of "direction and purpose" within ideation, marrying innovation, feasibility, and suitability through abductive, divergent thinking.

02

03

The final mindset highlighted within the literature is learning from failure (Lockwood, 2009). Embracing failure is a concept that makes many leaders and teams feel uncomfortable, but it is key part of design thinking. Seeing failure as an opportunity for improvement results in effective solutions being finalised much sooner, whereas aversion to risk-taking can result in solutions that fail to satisfy the underlying needs of the consumer (Sandberg and Aarkka-Stenroos, 2014).

As supported by Nakata and Hwang (2020), embracing failure as a learning curve expands the "vista of exploration". This

reflects Morgan's ideas of the Explorer, a leader who is curious and agile, embracing a growth mindset to encourage innovation. We must dismiss the common belief that "failure is not an option", especially in workplace cultures (Giroux & Schmidt, 2004).

As a leader in creative organisation, failure is an essential part of the design process. It allows us to increase out creativity and better understand our processes (Smith & Henriksen, 2016). Therefore, future leaders need to engage with failure as a positive experience, instead of avoiding risk-taking and stifling innovation and learning.

Design thinking provides an opportunity for leaders to begin to think in new ways that are more suitable for meeting the demands of the future. We can build on Nelson's idea of Design-Based Learning, incorporate elements of Morgan's Notable Nine and Adair's Action-Centred Leadership, and develop DBL as the way forward.

Entreprise and Entrepreneurship framework

Enterprise and entrepreneurship go hand-in-hand with leadership studies. In fact, Vecchio (2003) questions the current treatment of the subjects as separate from each other. Entrepreneurship should be combined alongside other broader domains, such as leadership.

The Enterprise and Entrepreneurship Education (EEE) framework (Figure 4) helps institutions ensure they are providing the right experiences for student's future careers (Norton, 2019). This model identifies a range of topic areas and competencies that link directly to entrepreneurship.

Although not directly linked to leadership studies, we can identify overlap between this subject matter and the ideal future leadership curriculum.
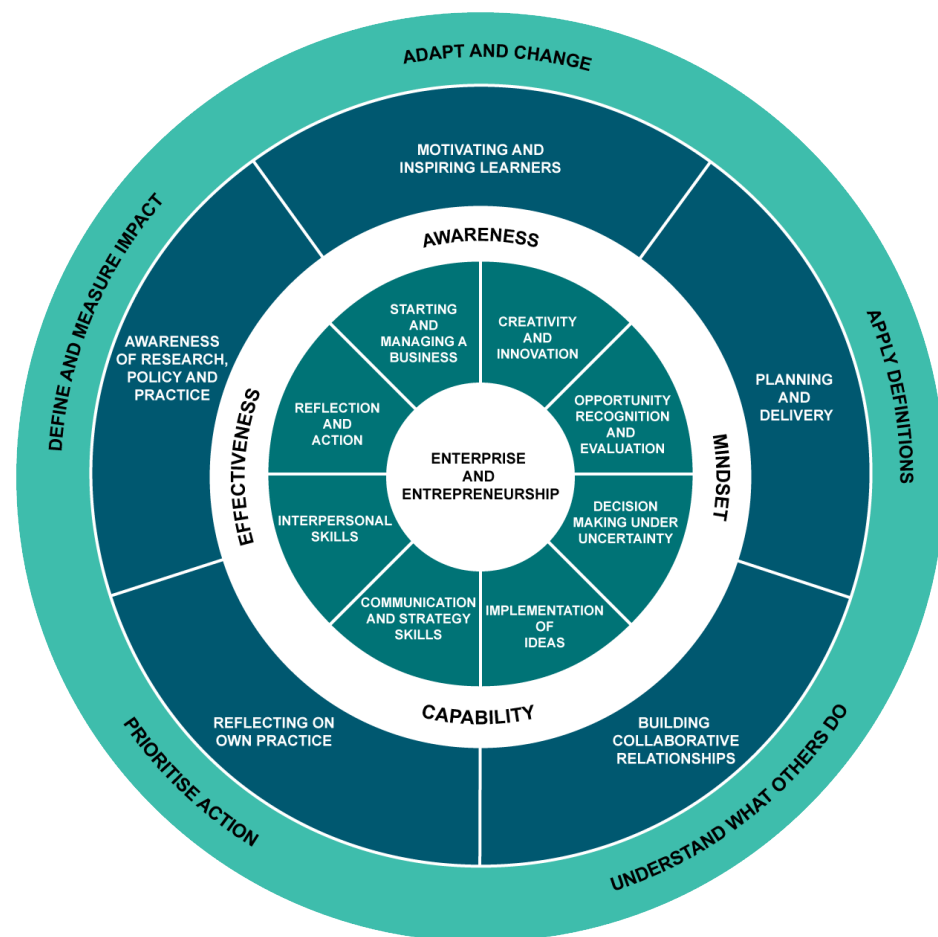

Figure 4 - Entreprise and Entrepreneurship Education, 2019

At the centre of the framework, a set of eight topic areas are established as key knowledge bases for entrepreneurial students. Within these topics, we can see clear links to both Morgan's future leadership mindsets and the principles of design thinking.

For example, creativity and innovation, opportunity recognition and the implementation of ideas link back to the Futurist and Explorer mindsets, embodying the importance of having an innovative mind and engagement with big picture thinking.

As well as this, having interpersonal, communication and strategy skills echoes the idea of the Coach and Translator mindsets, both of which are key elements of future leadership. Taking this a step further, the Global Citizen mindset builds on existing interpersonal skills to foster diversity and interdisciplinary working. This is reflected in the outer ring of the framework, which states that "building collaborative relationships" is important within enterprise.

Finally, reflection on action and reflecting on one's own practice are both topics included directly within this model - as we are aware, the ability to reflect and analyse actions is a vital leadership characteristic, linking to the Yoda and Servant mindsets. With this comes empathy, and the ability to self-analyse as a method of reflection

Figure 5 - New Zealand Leadership Education model

manaakitanga ------ leading with moral purpose

pono ------------ having self belief

ako ------------ being a learner

awhinatanga ------ guiding and supporting

The New Zealand Ministry of Education offers a different education model (Figure 5), which focuses much more on leadership as its own individual topic. This model identifies leadership in an educational setting, where leaders must work from the centre outwards to become truly effective. Firstly, they believe that relationships are at the heart of leadership (New Zealand Ministry of Education, 2021).

The outer ring shows that leadership always operates within a specific context – with this example, it is within a school, but we can develop this model to reflect creative organisations as the main context.

Outside of relationships, leadership has two main goals – to problem solve and to lead change. This links to the EEE framework, which highlights the implementation of ideas, innovation, and creativity as a key part of effective leadership.

The value of leading change is also shared through a leader's ability to motivate and inspire others while creating meaningful relationships. The final aspect of this educational model presents four qualities that "underpin a leader's ability to improve" their organisation (ibid.). These are translated as follows:

Despite the vast difference in culture between New Zealand, the United States and the United Kingdom, the model above still manages to reflect the same sentiments shared by Morgan's Notable Nine Mindsets and AdvanceHE's EEE framework.

To lead with moral purpose is to have a clear vision, acting as a Coach while embodying awareness. To have self-belief reflects one's ability to act as a Chef, being purpose-driven while still reflecting on one's own actions. To be a learner is to reflect the Explorer mindset, acting as a perpetual learner that is motivated by innovation. Finally, to guide and support is to be a Coach and a Yoda, motivating effective teams through emotional intelligence and empathy, clear communication, and awareness .

However, the complexity of these frameworks combined with the Notable Nine would not be suitable at all levels of education. Therefore, we must consider the limitations of the criteria and the best place for them within our education system.

How can we teach future leadership effectively?

educational considerations

------------------------------- *mastery*

Revell (2008) also explores the impact of education levels on the type of leadership education required. Within non-professional programmes, it is acceptable to create a learning environment that encourages learning theory, getting students to "analyse how organisations manage change" while focusing on the "traits and behaviours of individuals in leadership roles".

However, when we consider leadership studies within higher education, it is extremely important that students take away specific skills that make them into effective, rather than informed, leaders. The main way to do this is through practical learning at a highly detailed level, such as mastery (ibid.).

Mastery learning is an educational theory that states a student will learn more effectively if they fully understand, or master, one concept before moving on to the next (Jaková, 2006).

In the context of higher education, mastery courses provide students the chance to deep-dive into more specific subjects. Students on these courses are required to possess an "advanced knowledge of theoretical and applied topics," which echoes Revell's sentiments of theoretical knowledge being contextualised through practical leadership activities. One key factor that sets mastery apart from lower levels of learning is the type of knowledge students must engage with to succeed.

Higher-order thinking encompasses "advanced cognitive skills" that take the learner beyond simply recalling factual knowledge, to engaging

with critical thinking (Rosen et al., 2016). This type of thinking is built upon taxonomies such as Bloom's, (1956) which aims to push students to higher-order thinking as they engage with higher education.

If we aim to effectively foster new leadership mindsets within students, they will need the opportunity to reach the highest levels of the taxonomy framework within their learning. Mastery provides a viable environment to achieve this.

The levels of evaluation and creation upheld at the mastery level will play a key role in contextualising all other aspects of the education. This

will create leaders who combine their knowledge into practical and relevant outcomes. Above all, the students must learn to apply their knowledge beyond their education and turn it into impactful actions.

To do this, they must be within an environment that allows for exploration, which is directly encouraged on higher education master courses.

Environment

According to Donovan et al (1999), the design of an educational space can either enhance or inhibit the learning within it. In Ancient Greece, higher education systems did not exist and thus the classroom design was mainly rhetorical. Students gathered around their tutors and engaged in dialogue with no real classroom boundaries (Park & Choi, 2014).

Moving through the Middle Ages, classrooms began to reflect what we commonly see today. Firstly, learning was arranged in vertical rows, facing towards each other as monks did for mass. Then, as the number of students increased, classrooms rotated with the tutor at the front of the classroom, delivering lecture materials. However, as the popularity of co-

working spaces and collaborative practice has grown, so too has the expectations students have of the style of their learning environments. Instead of the traditional row-based layouts, students – especially those on creative courses – desire less formal working environments that reflect the interdisciplinary nature of the real working world.

Therefore , when teaching leadership studies within higher education we must move towards laboratory environments instead of classrooms (Lindsey and Pate, 2013). Kafai (2005) states that providing "living laboratories" creates an authentic learning context in which students and teachers can interact while still maintaining the control that a lab environment can bring.

Action-based, student-centred learning will create an innovative lab-like environment where the tutor acts as a facilitator for students to engage with big picture thinking.

Hosford's Curriculum Development

Hosford presents a curriculum development model that helps universities develop effective leadership education programmemes (Watt, 2003). By splitting the curriculum into five key areas, institutions can reach an effective course more easily; the professional criteria is clear and Hosford aims to establish a relationship between the curriculum and its instruction. It will be important to consider these questions within the recommendations, as they lay the foundation for ensuring leadership education is effectively incorporated into institutions.

1. Will there be a gain in prestige for the institution?
2. Who will teach the new course?
3. Is the programme vocational, technical, or professional?
4. Are the tutors experienced enough to handle the programme?

Secondly, we must consider practicality:

1. Is the new programme feasible?
2. How long will the programme last?
3. Is the new programme an improvement?
4. Will it improve the educational process for students?
5. Will it improve the student's life experiences?

Thirdly, the political climate will play a role in the viability of a new leadership curriculum.

1. Will the community accept the new plan?
2. How has society impacted the design of the curriculum?
3. Does the programme face any philosophical biases?

The fourth area presented by Hosford (1973) is the "package":

1. Is the programme based on enough creativity to allow students to meaningfully encounter new learning experiences?
2. Does the programme include experiential, action-based learning that can enhance the knowledge they gain?
3. Does the curriculum provide students with alternative working environments where they can be challenged to learn?

It is also important to consider the impact of the institution and the teaching on the design of new curriculums:

1. Does the programme fit with the institution's philosophy?
2. Does the personal and professional experience of the tutor lend itself to more effective teaching?
3. Does the new programme fit the overall curriculum structure?

Creating a curriculum that relies on problem-based learning will allow students to develop an immersive expertise of leadership and design thinking, while still encouraging continuous discovery.

Phenomenon-based learning allows for a more fluid and dynamic curriculum structure, focusing on the specific mindsets and skillsets as topic areas, rather than subjects (Symeonidis and Schwarz, 2016). This will also allow for a range of disciplinary skills to be applied to each theme, ranging from design, business, maths, economics, and art.

This will also link to the problem-solving nature that phenomenon-based learning can bring – instead of learning theories in isolation to application, future leaders must be able to see the connections between what they learn through high-order thinking.

Goals for leadership studies

Watt (2019) uses the different aspects of Hosford's (1973) model to define common goals that any leadership studies course should aim to fulfil. As we are thinking of the future, it is important we adapt these goals to fit with the new mindsets and skillsets necessary for effective future leadership. It is also important we consider the impact the creativity of an organisation may have on the teaching objectives.

Watt presents the following goals for leadership studies:

1.   Develop critical thinking skills
2.   Develop increased written communication skills
3.   Develop increased oral communication skills
4.   Develop an understanding of the physical, social and emotional factors affecting individuals
5.   Develop the use of strategies that produce interaction between leaders and followers

----

The development of critical thinking skills remains important even when looking at future leadership. As well as this, the idea of improving both written and oral skills is vital, although we must balance this with the implementation of new technologies, as stated by Guttal (2007). Here, Morgan's Technology Teenager mindset becomes important to consider as a goal for students to achieve.

Creative organisations are hubs for service and product innovation, and therefore leaders must be equipped with the knowledge and experience to deal with new technologies as part of their strategies (Clements-Croome, 2015) .

Oral and written communications come naturally within higher education (Sparks et al., 2014) but are also supported by Morgan's Translator mindset, which puts heavy emphasis on a leader's ability to communicate through different means and present their ideas effectively and uniquely. A leader's ability to understand the factors effecting individuals is heavily dependent on their nature.

To achieve this, design thinking provides the opportunity for leaders to act with the end user at the heart of every decision, while in turn developing both their Yoda and Coach mindsets to create an inclusive and encouraging environment where the leader cares for both the team and the external stakeholders. A leader's development of strategies links closely to the idea of learning laboratories. Theoretical teaching must be used to introduce models and leadership strategy, while practical learning offers the ability to apply the theory in practice .

For leaders to reach the highest level of comprehension and application, they must start with a strong theoretical knowledge base that they then apply in physical experiences.

To do this, they must engage with strong levels of critical thinking and high-order thinking.

Bloom's Taxonomy

For students to achieve high-order thinking, the foundations of leadership curriculums must develop to foster critical thinking and advanced cognitive skills. Bloom's Taxonomy (1956, Figure 6) creates a learning continuum.
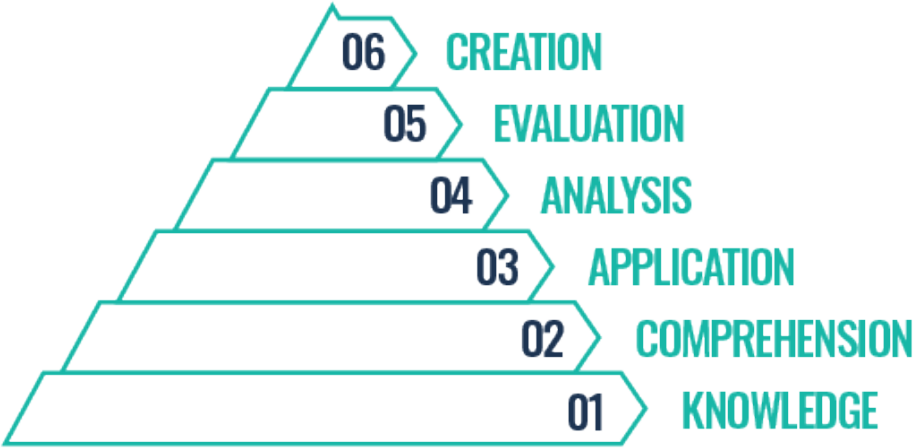

Figure 6 - Bloom's Taxonomy model by Growth Engineering, 2016

Within this, different skills and abilities are developed with knowledge acting as a "necessary precondition" (Armstrong, 2010). It takes the learner from simple, concrete thinking to complex and abstract (ibid), with the higher levels of the model reflecting the idea of high-order thinking.

The framework considers six key categories of learning:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

In 2001, Anderson and Krathwohl revised the framework to express these categories more succinctly. For this research, both the original and revised framework definitions will be considered. Table 2 below is a table that contextualises these revisions.

Table 2 - Anderson and Krathwohl's adaptation of Bloom's Taxonomy

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Anderson and Krathwohl, 2001	Remember Recognise Recall	Understand Interpret Exemplify Classify Summarise Infer	Apply Execute Implement	Analyse Differentiate Organise Attribute	Evaluate Critique Check	Create Generate Plan Produce

Within the original taxonomy, Bloom defines knowledge as the "recall of patterns, structures and settings". This was revised to describe this first level as remembrance, recognition, and recall.

Following this, comprehension refers to a basic understanding of what is being communicated. This developed into understanding, reflecting students' abilities to interpret, classify and summarise information. However, Bloom makes an important distinction; this level is achieved without realising the "full implications" of the information (Bloom et al., 1956).

Thirdly, application is defined as the "use of abstractions" in specific, concrete situations. Students must learn to execute and implement information and strategies, which will be particularly relevant when considering the application and adaptation of leadership styles in the future. Anallysis must be achieved through identification of "relations between ideas." This means organisation, differentiation and attribution will play an important role in encouraging future leadership mindsets such as collaboration and innovation.

Within leadership positions, synthesis is vital to ensure effective projects are formed. This means leaders should be able to combine different elements to form a whole, while checking and critiquing both themselves, their team, and their ideas at the same time.

Finally, evaluation is the most important aspect of learning the skills for future leadership. Above all, the ability to judge the value of different materials and methods underpins one's ability to generate, plan, create and produce outcomes effectively.

This is extremely important within creative organisations, where Futurists, Explorers and Tech Teens should continuously embrace development and evaluation to ensure their team is working beyond the present.

Knowledge beyond 'knowing'

For students to achieve these objectives, it is important to understand the types of knowledge learners will need to engage with. Firstly, we know that practicality will play a key role in developing engaging learning environments for leadership studies. Due to this, a posteriori knowledge will engage learnings in physical experiences, resulting in knowledge being drawn more effectively (Drew, 2019). Secondly, due to the masterful nature of higher education, domain knowledge will be vital to ensure learners have a strong, deep knowledge of design, business and leadership combined (ibid.). This is important as we want to create multidisciplinary experts that can fully engage with the highest orders of thinking, evaluating, and creating solutions that have impact beyond their education.

Practitioner knowledge is also important. This type of tacit knowledge reflects some of the sentiments of trait leadership theory, stating that learners should be able to make effective decisions based on intuition (ibid.). Effective leaders must have the initiative and natural ability to act, driven by conceptual and procedural knowledge. As part of this, digital native knowledge will be vital for future leaders in creative organisations as they must adapt to not only engage with archaic methods of innovation, but also with all the new technologies that are paving the way for effective design and business.

This links back to Morgan's Technology Teenager mindset, which encourages engagement and mastery of different technological developments to enabled sustained innovation within organisations.

LITERATURE SUMMARY

It is now clear that future leadership in creative organisations will look very different to what we see today. As globalisation overtakes markets and businesses alike, leaders must adapt or risk falling behind.

Skills such as collaboration, thinking globally, acting with empathy and thinking innovatively are key to meeting the demands of future consumers. These skills have been adapted into nine notable mindsets that lay the foundation for future leadership studies.

By supporting these studies with design thinking, reflection in action and masterful levels of high-order thinking, we can begin to prepare graduates on design and business courses as they grow to become our future leaders. We can also determine that both the type of learning environment and the type of information being taught will have a strong impact on the effectiveness of the leaders a curriculum may produce.

By combining the benefits of action centred and experiential learning with the metacognitive levels of Bloom's Taxonomy, we create a learning environment that fosters innovation, while balancing procedural and viability analysis .

However, it is important to understand how society views the changes in leadership and whether industry professionals agree with the idea of future leadership education.

Therefore, it is important that primary data is gathered to support the viability of any possible solution linking to future leadership education.

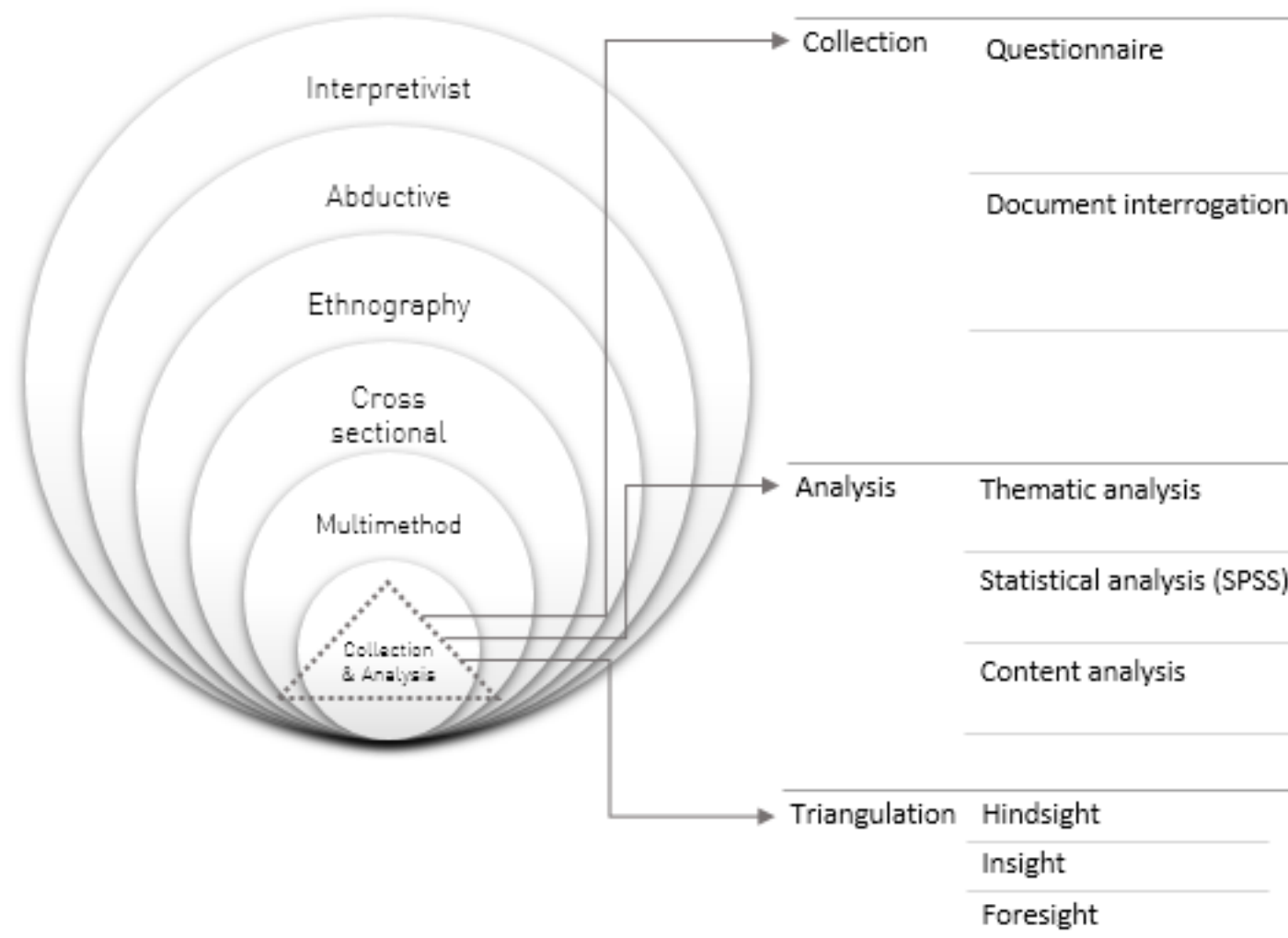# METHODOLOGY
primary investigation

Figure 7 - Methodology diagram by Uner, I (2021)

Strategy

By approaching this research with an interpretivist philosophy, meaning could be given to people's position and purpose within a social and cultural context (Walsham, 1995).

Within this philosophy, hermeneutics was applied to interpret documents and texts (Heidegger, 1962). A Verstehen research style was also used to focus on the opinions and viewpoints of research participants (Weber, 1947).

This was supported by phenomenology to interpret their experiences (Schutz, 1962). Overall, the research had an abductive approach, drawing on empirical observation to develop new understandings and suggest a future direction for leadership education (Merriam-Webster, 2019).

An ethnographic strategy was most suitable for this research as it focused on culture, society, and human experiences of leadership and education (Anderson, 2009).

Through this, reflection on and in action as the researcher could be employed to provide further insights. In terms of time scale, the study was cross-sectional as it examined leadership and its implications over a short scale of time.

However, the elements of futureproofing in the research question introduced some aspects of longitudinal research. drawing on empirical observation to develop new understandings and suggest a future direction for leadership education (Merriam-Webster, 2019).
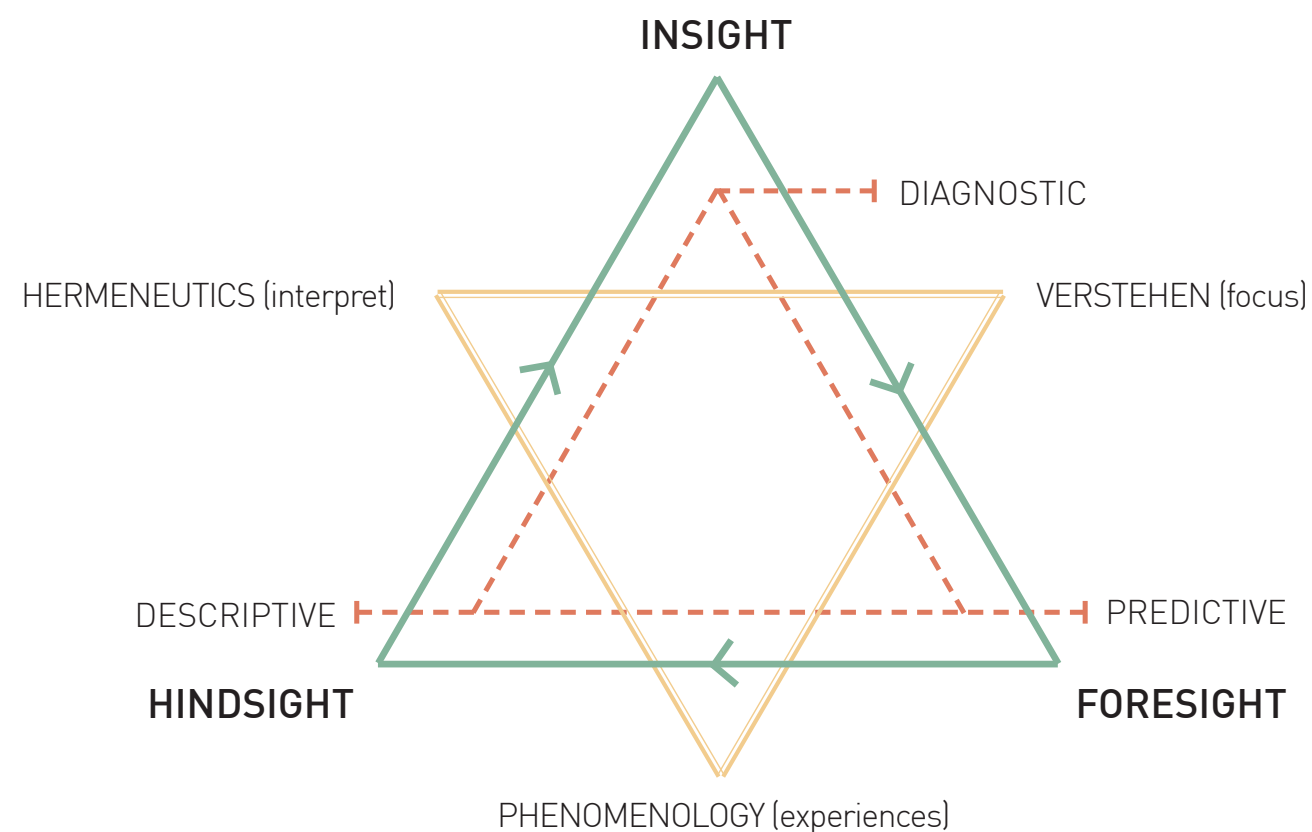
INSIGHT

DIAGNOSTIC

HERMENEUTICS (interpret)

VERSTEHEN (focus)

DESCRIPTIVE

PREDICTIVE

HINDSIGHT

FORESIGHT

PHENOMENOLOGY (experiences)

Figure 8 - Triangluation methodology diagram by Uner, I (2021)

This investigation used triangulation as the foundation for the data collection methods, which was multimethod-qualitative in nature. Triangulation allowed the primary research to be more reliable through cross-verification (Holtzhausen, 2001).

A new approach based on principles of cognitive analytics was created (Figure 8) (HR Future, 2016). In this context hindsight acted as descriptive analysis, creating a narrative, descriptive basis of knowledge in the form of a literature review. Building on this, insight in the form of diagnostic analysis started to develop themes, challenges, considerations, and trends that arose within the 'hindsight research'. Finally, foresight research allowed for predictive and prescriptive analysis; based on the historic and current trends identified previously, we could predict the future of leadership and proactively theorise a solution to improve education .

Taking this triangulation into account, two main qualitative data collection methods were selected. The main primary activity within this investigation was an extensive, in-depth questionnaire which acted almost like separate interviews.

To gather a suitable sample size, we hoped to gain around 50 participants. This data was the foundation of the primary investigation, giving strength to arguments formulated by experts within the literature.

The questionnaire included both qualitative and quantitative questions. This meant it would provide actionable data that could be analysed using grounded theory techniques.

The qualitative answers were evaluated using thematic analysis, identifying patterned meanings and relationships (University of Auckland, 2019). Alongside this, quantitative data was gathered to help find and understand relationships. This gave further strength

to the qualitative data within the research, by supporting the themes with quantitative evidence (Charmaz, 2009).

By identifying the linguistic characteristics of different texts using content analysis, the themes, patterns and relationships between different ideas and resources could be identified (Holsti, 1968). Statistical analysis was carried out on this data using SPSS software to understand the substantive topic of

leadership education more effectively and gather evidence of relationships within the results (Karp, 1995). Market research techniques were also used to understand the viability of a new leadership education framework within higher education. This was carried out through statistical analysis and document interrogation of existing institutional research documents.

Bias Considerations

The main risk involved with this project was encountering research bias. Firstly, as a researcher who has experienced the benefits of higher education and leadership teaching, it was possible that bias would affect the recommendations of the study. To combat this, the planned triangulation using hindsight, insight and foresight helped to root the study in evidence-based narratives.

Time Management

Green identified time management as a key barrier to project completion from as early as 1997. As the topic of leadership is extremely broad, there is a wealth of resources available. Various experts have given multiple different opinions on the idea of future leadership, and the risk of getting weighed down under all this information could jeopardise the project's clarity.

Therefore, it is important to take key literature, such as Morgan's Notable Nine, and use it as a basis for the primary investigation. That way, participants will not be overwhelmed by a range of different future leadership principles. It is also important for the researcher to rationalise the potential outcome of the study. It is tempting to aim too high and attempt to design an entire curriculum. Instead, the scope of the solution will remain as a framework for future curriculum design, with suggestions to support its application.

PRIMARY FINDINGS

summary and analysis

The questionnaire

To analyse the questionnaire effectively, this chapter will be broken down into key topic areas and the questions within those sections. Each section will provide an overview of the questions, reasoning for its inclusion and analysis of the gathered data. A full list of questions can be found in Appendix 3.

The Influence of Sector, Role and Education on Future Leadership Expectations   *01*

The first section of the questionnaire gathered information about the participant – what sector they work in, whether they work as a leader and whether they attended higher education. This initial data helped to identify relationships between different industries and their outlook on leadership now and in the future.

02   Your View of Leadership, Now and in the Future

The second section collected both qualitative and quantitative data about the participant's views on leadership. They were asked to define what good leadership meant to them and how important it is within their own sectors.

They were also required to rank Morgan's Notable Nine Mindsets in terms of importance within their sector, using a Likert scale. As well as this, participants were required to explain whether they had experienced leadership education and if they believed leadership skills would change in the future.

03   Your Insight into Future Leadership Education

The final section of the questionnaire looked at future leadership. Participants were asked their opinion on whether leadership criteria would change in the future, along with ranking the top three most important skills for leaders of creative organisations, adapted from Morgan's mindsets. Finally, participants were asked to explain the benefits of preparing graduates with leadership skills, along with a debate on who holds the responsibility to nurture these skills.

02

The Notable Nine - important or not?

Figure 9 helps to visualise how important participants felt each of the Notable Nine mindsets were regarding future leadership. The Servant and Technology Teenager mindsets were rated the least important across all the sectors (average of 7.6 and 7.9 respectively).

This shows that the old leadership mindset is beginning to fall out of fashion. However, it also highlights a key issue – people are either not aware or are not putting enough emphasis on the effects of globalisation on leadership skills. Technology is becoming a key part of every industry, especially creative sectors. Therefore, the results of this relationship are in direct contrast to the sentiments of leadership experts.

According to the participants, the most important mindsets we must encourage were the Coach and Translator mindsets (9.3 and 9.5 respectively). This fits with the narrative that mentoring is a key part of effective leadership education, alongside communication and oral soft skills.
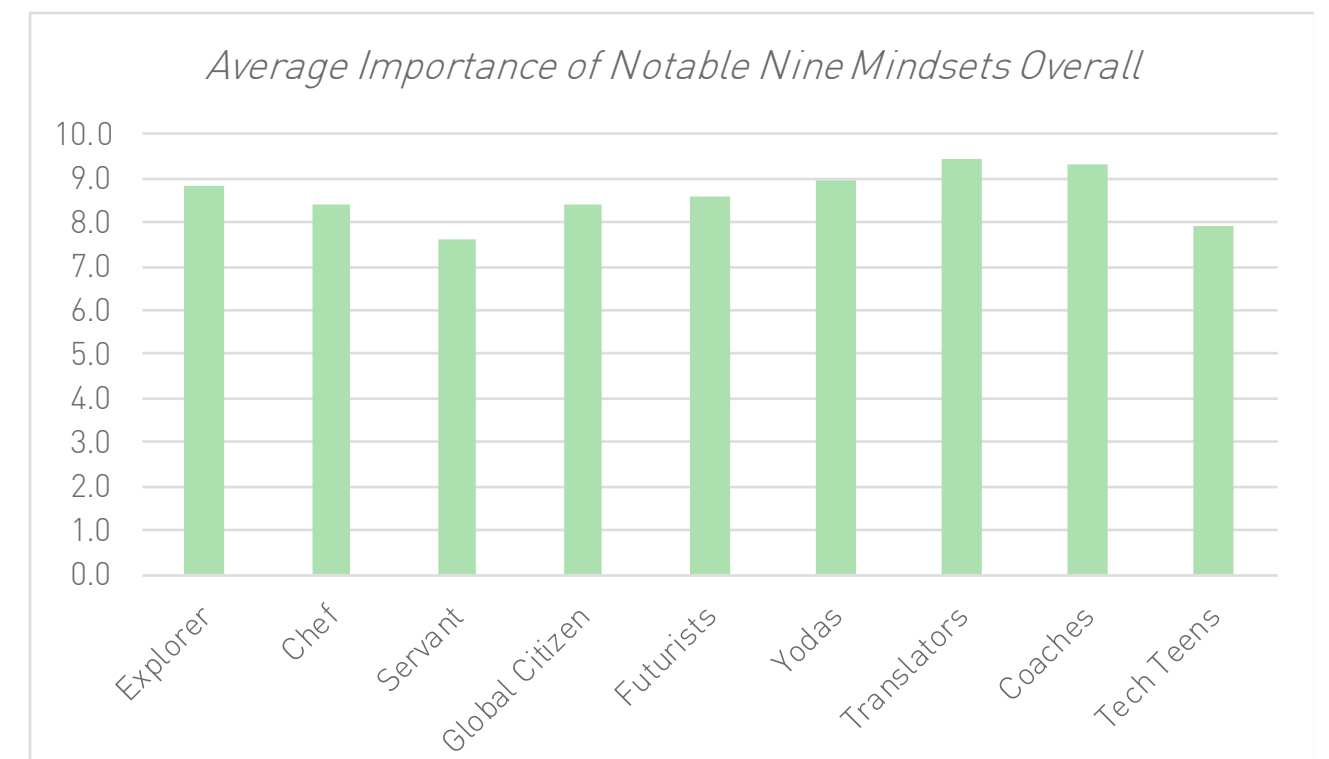

Figure 9 - Average importance of Notable Nine mindsets

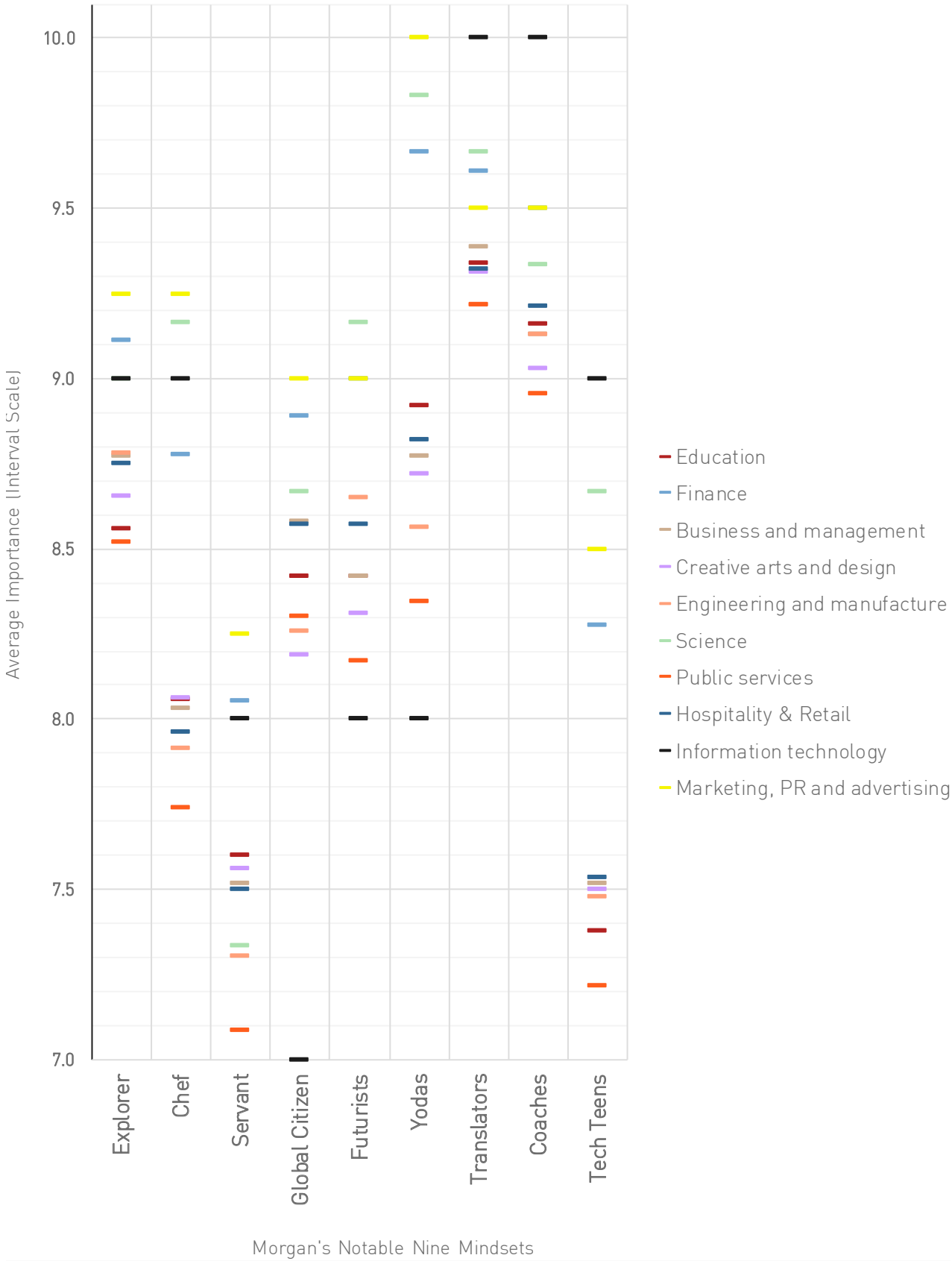Average Importance of the Notable Nine Mindsets by Sector

Average Importance (Interval Scale)

Legend:
- Education
- Finance
- Business and management
- Creative arts and design
- Engineering and manufacture
- Science
- Public services
- Hospitality & Retail
- Information technology
- Marketing, PR and advertising

Morgan's Notable Nine Mindsets

X-axis: Explorer, Chef, Servant, Global Citizen, Futurists, Yodas, Translators, Coaches, Tech Teens

Figure 10 - Average importance of Notable Nine mindsets by sector

Sector breakdown

It was also important to investigate how the sector of a participant affected their view on the importance of the mindsets. Figure 10 plots the average importance of each mindset, categorised by the participant's employment sector. Appendix 2 shows a graphical breakdown of each sector individually to support this overall summary .

We can see that the Explorer mindset had the lowest variation of importance across all sectors (, while the Technology Teenagers mindset had the most variation. This means people were more agreed on the role of the Explorer mindset, while there was a wider range of opinions relating to Technology Teenagers.

This was supported by a coding frame (Figure 11) that explored qualitative answers to the question "What is your personal definition of a good leader?" This would help identify any hidden thinking within the participants, where they value certain skills but were unable to fully link them to the Notable Nine mindsets.

	EDUCATION	FINANCE	BUSINESS	ART DESIGN	ENG MANG	SCIENCE	PUBLIC SERV	RETAIL HOSP	INFO TECH	MARKETING	
Explorer			1								1
Chef											0
Servant								1			1
Global Citizen											0
Futurist	1		2		1						4
Yoda	3						1	1			5
Translator	2	1						3			6
Coaches	2	1	2		1		4	1		2	12
Tech Teens											0

Figure 11 - Coding frame of notable nine mindset by sector

Leadership: ever changing, or ever constant?

Having established the key characteristics of leadership, it was important to also understand why the mindset had to change. A coding frame was created which supported Grant Thornton's (2019) initial arguments, with changes in technology and society the most common reasons for future changes in leadership.

Please see Figure 12 for a summary of the data. As mentioned by some participants, it is very important for future leaders to consider stakeholder capitalism. The idea that we serve people beyond our immediate stakeholders links closely to the effects of society on leadership.

As we move towards a society that holds values much higher than profit. This will require a new style of thinking about projects and strategies.

Category (yes)	Subcategory	Frequency	Total n=43	Examples
Globalisation	Technology	14	35	"Technology is constantly advancing" "Technology surrounding team management will change" "Advances in technology changing the way we work"
	Environment (both environmental and spatial)	4		"We are working more from home so new ways are needed to keep teams together" "environmental action is one of the main problems" "face tough decisions around climate"
	Society	5		"Leaders must work across geographic areas, with more diversified staff" "COVID has triggered a culture change in the workplace and as such new skills are required" "face tough decisions around climate and balance the priorities of all stakeholders"
Generations	Purpose	4		"Depends on the our/next generations behaviour" "work is for many rightly no longer seen as a way of paying the bills" "Future leaders will need to inspire their team members, and not just think of them as employees paid to do a job"
	Agility	5		"Leaders will need to be flexible and adapt their practices" "Leaders will need to be much more adaptable"
	Empathy	3		"More need for mental health support and awareness" "have the confidence to empower staff more." "changing societal priorities e.g focus on well-being requires empathetic leaders" "More focus on empathy" "More empathetic, more nurturing aspects will be celebrated"

Figure 12 - Coding frame of reasons for future leadership change

Experiencing Leadership Education

Of the 44 participants questioned, 72% had prior experience of leadership education (see Figure 13). This was more than expected, however the location they experienced this brought up some key questions that contradicted the literature. As well as this, a tree map (Figure 14) was used to explore the number of participants who were leaders themselves and experienced leadership education at some point in their career.
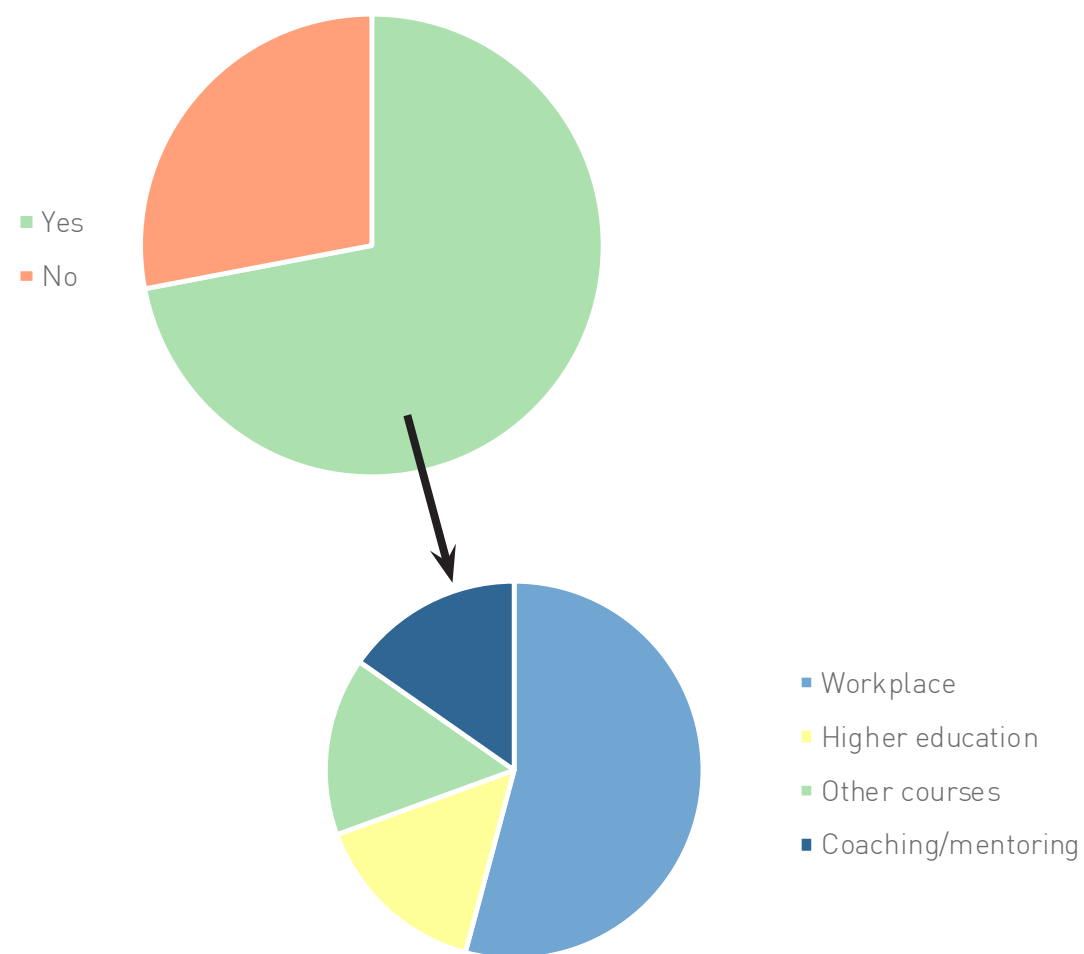
When we consider the wide range of essential new mindsets that must be incorporated into leadership studies, we must aim for more people to experience leadership teaching within their education instead of the workplace, to allow for more exploration and consolidation of knowledge outside of the confines of an organisational environment.

Figure 13 - Participant's experiences of leadership education

39% of those who had experienced leadership education within their lives did so through their employment organisation. However, we know from Volini et al. (2019) that organisations are currently failing to meet the requirements to effectively train leaders.

Figure 14 - Tree map of participant's experiences with leadership education

Future Leadership Skills

As well as measuring the importance of the Notable Nine, a series of leadership skills were developed to reflect the criteria of Morgan's mindsets. These included Adaptive, Big Picture Thinking, Clear Vision, Collaborative, Empathetic, Global Outlook, Inclusive, Innovative and Problem Solving. Participants were required to define their top three skills for future leadership to consider, in a 1st, 2nd, 3rd place format.

By assigning a point-based system to these rankings, it was possible to calculate the mean importance of each skill. In terms of the results, a mean score closer to three would reflect the highest importance. Figure 15 gives an overview of this ranking

Participants (n=49) ranked Clear Vision as the most important skillset for future leaders to embody, with an average score of 2.37 (s= 0.78). Innovation also scored highly on importance, with an average of 2.24 (s= 0.75). The least important skills were Inclusivity and Global Outlook, with an average score of 1.46 and 1.57 respectively (s= 0.49, s= 0.72).

Similarly to the results of the Global Citizen mindset, we can see that participants did not view globalisation as something leaders must be addressing, which is a direct contradiction to the experts at Grant Thornton (2019) who view globalisation as the most important factor for leadership change.
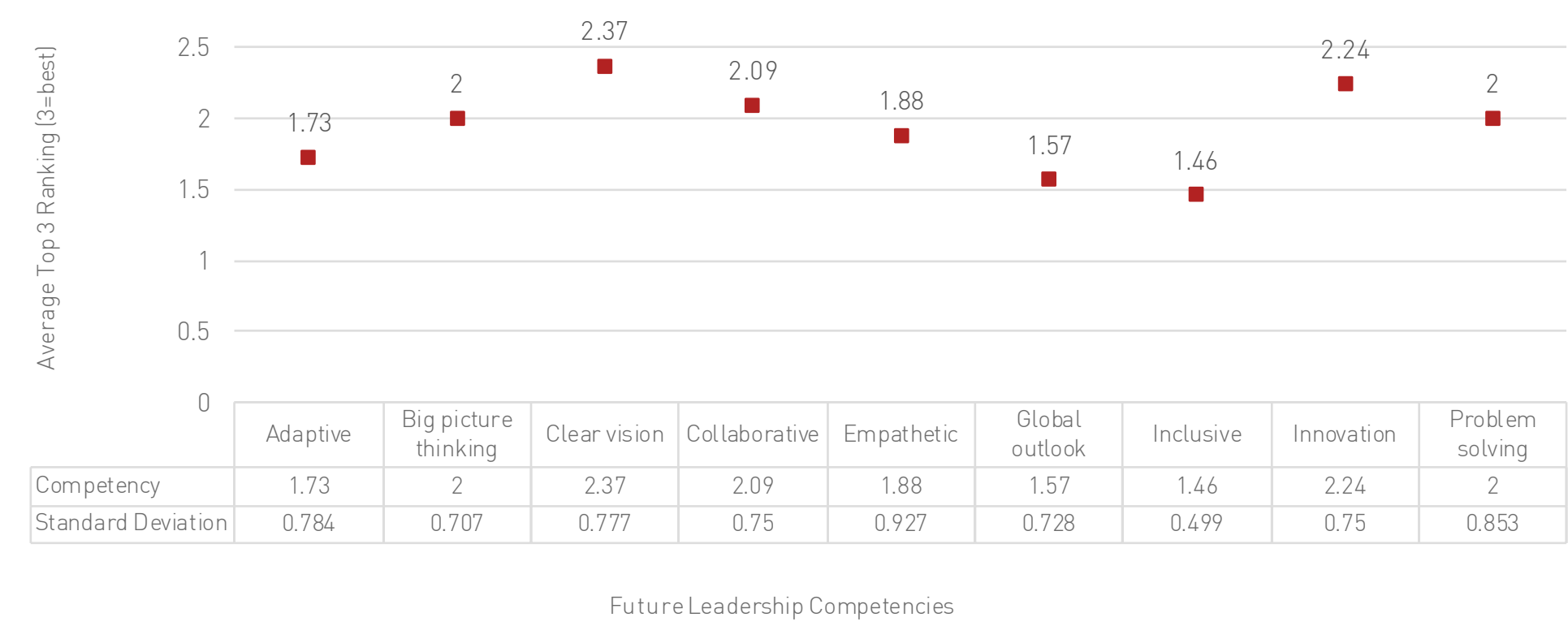
	Adaptive	Big picture thinking	Clear vision	Collaborative	Empathetic	Global outlook	Inclusive	Innovation	Problem solving
Competency	1.73	2	2.37	2.09	1.88	1.57	1.46	2.24	2
Standard Deviation	0.784	0.707	0.777	0.75	0.927	0.728	0.499	0.75	0.853

Figure 15 - Average importance of leadership competencies across all sectors

Teaching what cannot be taught

Participants were also asked to assess their opinion on the following statement by Geneen, based on a Likert scale of agreement. Of the 48 participants involved in this question, 71% agreed that leadership could only be learned, rather than taught (see Figure 16).

"Leadership cannot be taught, it can only be learned"

The implications of this sentiment link closely to the literature that suggests leadership education must incorporate elements of active learning, practical activities, and the ability to personally experience leadership situations. Therefore, we can affirm Lindsey and Pate's (2013) theory of "classroom laboratories." We can link Revell's (2008) idea of supporting theoretical knowledge with practical learning. This will not only encourage higher levels of critical thinking but provide students with a more engaging and preparatory style of learning.

Therefore, leadership education must be combined with experimentation, testing, and prototyping in a lab-like environment, where students are free to explore, question, and experience what it means to be an effective leader.
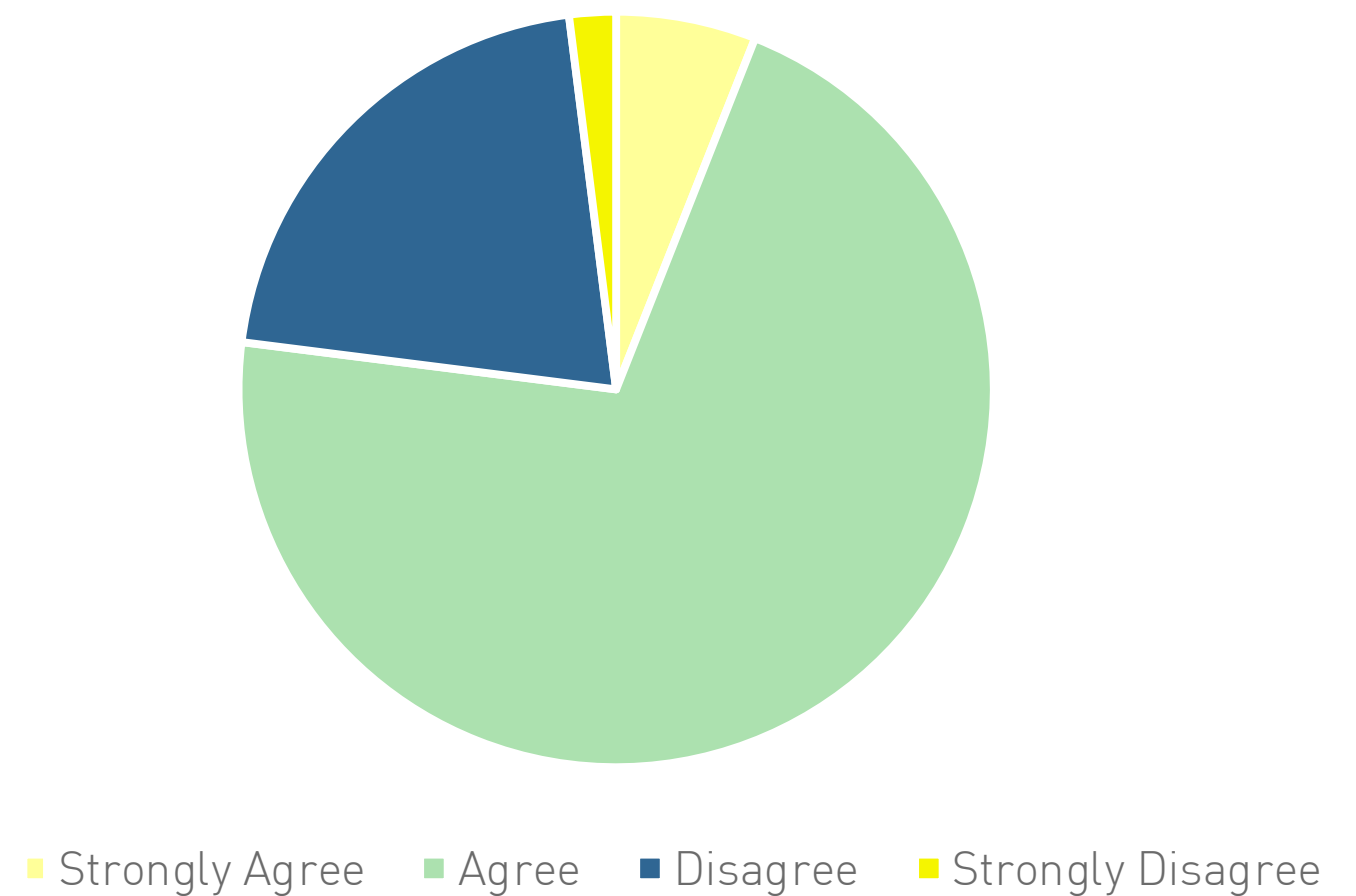

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Figure 16 - Overall opinion on Geneen's leadership teaching statement

It was also interesting to consider if there was a relationship between the sector a participant worked in, and their agreement level with the statement above. In Figure 17, it was interesting to see that within Education, the majority of participants disagreed with Geneen and did believe leadership to be a purely teachable skill . This shows that educational institutions are already prepared to teach leadership studies such as this, and believe that within education would be a suitable place to do so.

Figure 17 - Relationship between sector and agreement with Geneen statement
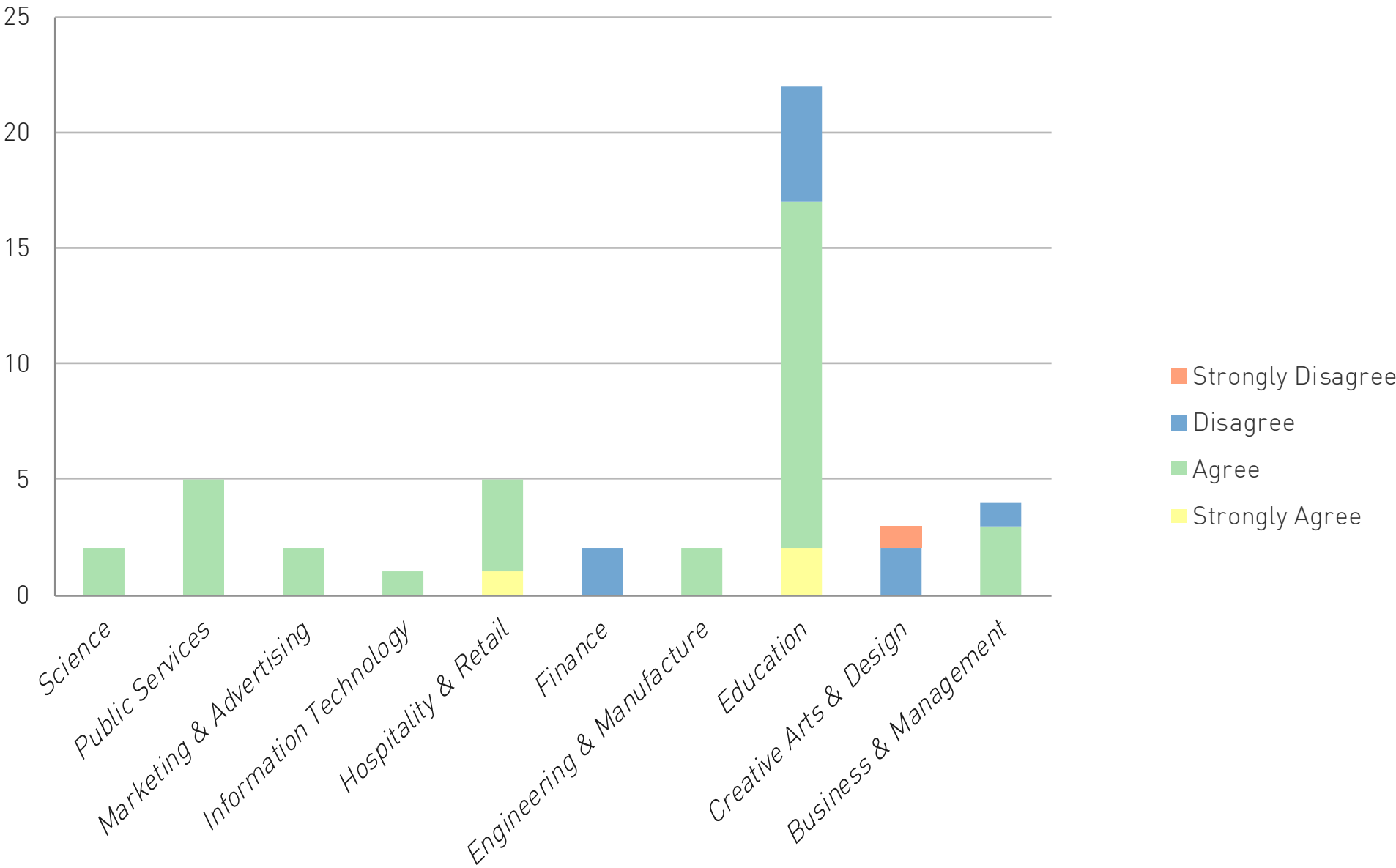
This evidence was supported by a coding frame, using content analysis to explore the qualitative answers supporting the participant's beliefs.

Figure 18 provides an overview of these results. 20 participants believed that leadership could only be taught through practical elements, while 19 thought that a combination of both theory teaching and practical experiences would be the best method.

Only 6 people believed that leadership must be taught instead of learned. Of these 6, it was interesting to see that five were from the Education sector and one from Business & Management.

This shows that the education sector is already well equipped to teach the theory and principles of leadership in an effective manner.

Category	Subcategory	Frequency	Total n=46	Examples
Can leadership be taught, or only learned?	Theory	6	45	"Certain qualities of good leaders can be explained through teaching" "I think anything can be taught by a good teacher" "To learn something first you need to be taught"
	Practical	20		"Leadership is easier to learn through hands-on experience" "Experience-both of life and the job itself is needed to become a truly effective leader" "A course doesn't do enough, you need to practise it and get better at the skill" "It only comes with experience" "You can learn through observing others practising good leadership" "Best way to develop is through practice"
	Combined	19		"Theory is fine but only in the maelstrom of your work can it be truly learnt and put into practice." " until you have had experience and put it into practise you won't know what kind of leader you can be and where your strengths lie" "You can be taught the foundations but you have to learn how to practice them" "Be taught then learn more in practice"

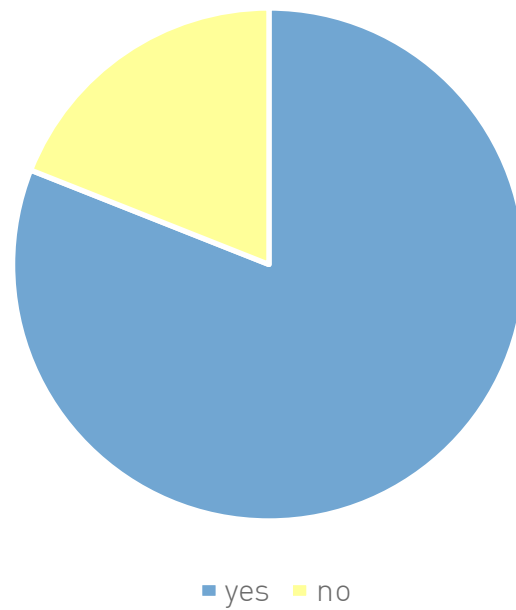Figure 18 - Coding frame refering to Geneen's statement of practical leadership learning

A curriculum for the future

As part of this section, participants were asked to consider who held the responsibility of fostering future leadership skills. Overall , 81% of participants agreed that graduates would benefit from having key leadership skills straight out of higher education.

However, of this 81%, 39% believed that organisations should be the ones providing the leadership education training. Again, this directly contradicts the findings of Volini et al, who highlight the current lack of effective workplace training.

Surprisingly, 25% of participants supported the idea of graduates gaining leadership knowledge through their own dedication and means – this suggests the potential for leadership skills to be taught through continuous professional development within curriculums. As well as this, 18% of participants, both leaders non-leaders alike, saw the potential benefits of graduates being taught through leadership within higher education.

yes no

Figure 19 - Perception of leadership skills in new graduates

■ Higher Education ■ Lower Schools ■ Organisations ■ Graduates themselves

Figure 20 - Perception of the responsibility to foster leadership skills

Market scope and viability

By examining the HESA Student Return data, we can begin to establish if there is a market for a new leadership-focused course. For this investigation, Birmingham City University has been chosen to theoretically initiate this course.

As Birmingham City University caters to both international and home students, it was important to investigate if there was a market for each of these areas. Due to the subject-based nature of the data, "leadership studies" did not exist as a main topic – instead, data was analysed from both Management Studies and Design Studies over the period of 2015 to 2019.

Management Studies would provide information on the relevancy of leadership-based education, while Design Studies would show student uptake into courses with elements of design thinking and innovation. This would then give insight into how the market for these subjects has changed over recent years.
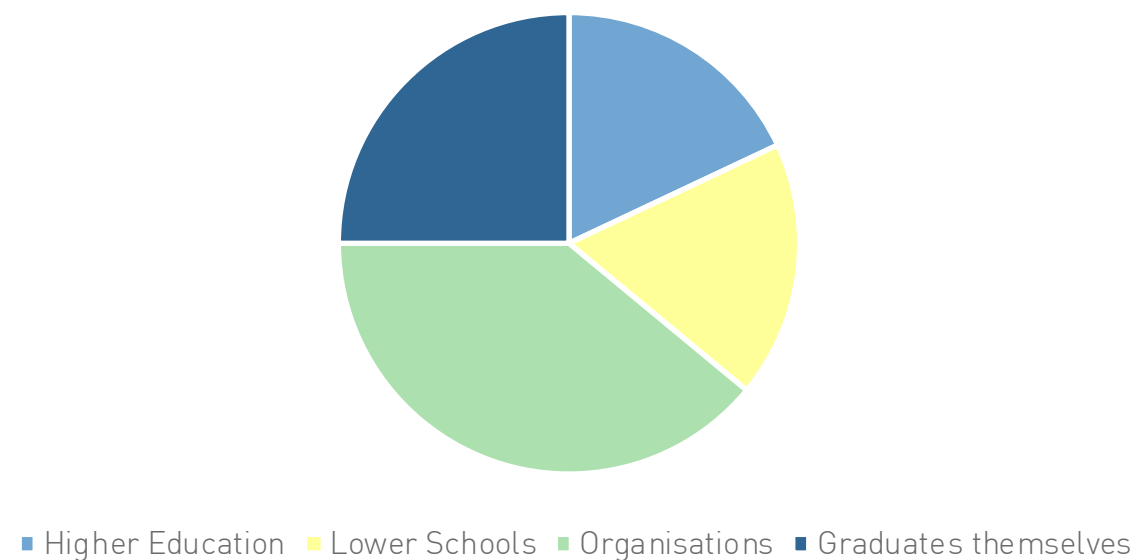
Figure 20 shows that the number of students enrolling on postgraduate, taught business and management courses has risen over the past five years by a total of 25%.

Similarly, in creative arts and design courses, there's been a rise of 32%, showing that this is becoming more popular with undergraduates continuing their education. This evidence is supported by Lilley (2019) who estimates that, with home students specifically, there is a growing market for business and design-based courses at Birmingham City University. As more students wish to explore business and design, now would be a key time to incorporate a new leadership curriculum into courses being developed at universities.
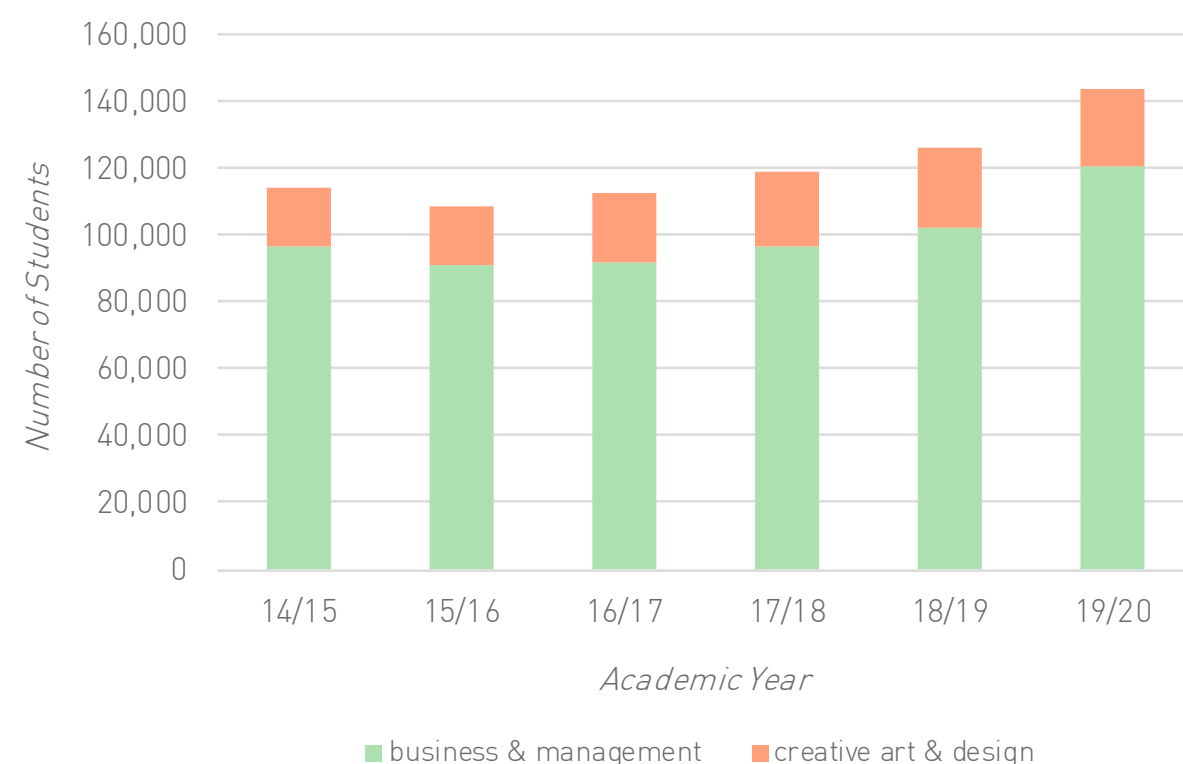

Figure 21 - HESA student intake on postgraduate, taught design/business courses

Primary analysis summary

Professionals and students alike are aware that the skills needed to be a leader in the future will be significantly different than they are today. Innovation and the ability to have clear vision were some of the most important mindsets a future leader should have, well as having both the Coach and Translator mindsets.

This shows that communication and mentoring will play an extremely important role in fostering leadership skills in young people. However, essential skills are being forgotten as people fail to look beyond themselves, and into a global future.

Graduates must learn how to become global citizens that look to the future and innovate above all else, as well as balancing the more common skills like empathy and coaching. Even those in leadership roles are aware that the methods they use now will not be relevant in five years' time. However, they are not fully aware of all the consequences that changes like globalisation are bringing about. There is an intense lack of consideration for the global outlook of leaders, as well as little regard for the importance of technology, which is even now beginning to transform our creative organisations.

Participants agreed that leadership could be taught which gives strength to the idea of leadership-based curriculums. However, there must be a balance between theory and practical learning for a course to be effective in teaching future leadership.

Knowledge and experience must be combined to create well rounded graduates that can fulfil the leadership needs of future organisations.

CONCLUSION

Having explored all the aspects of literature and evidence surrounding future leadership education, recommendations can be made. We know that there is an intense need for leaders to develop new mindsets to match the expectations of the future. However, organisations are currently failing to teach leadership effectively.

Even within lower levels of education, it is hard to incorporate theory and strategy to support soft skills, due to the autonomous nature of both the students and their curricula. Higher education therefore presents the ideal opportunity to foster these skills, within graduates who will become the faces of our future workforce. If organisations wish to remain competitive and innovative in the future, fostering of this talent must start now.

It is important to take advantage of the rising number of prospective business and design students by incorporating future leadership education into their curricula.

RECOMMENDATIONS
future of the study

A new leadership framework must be implemented into existing higher education courses to equip students with the skills and mindsets to become effective future leaders.

This framework would be most suitable to introduce within existing business and design-based courses, at a masters level within postgraduate study. Here, students can reach higher levels of understanding and contextualization of their knowledge through dedicated and specific study. Design thinking will act as the foundation of how the curriculum is taught and how the students will think about their learning.

This will allow us to create a more dynamic learning environment that ensures all knowledge is supported by relevance, tangibility, and application. It is also extremely important that the framework encourages both theoretical learning and practical learning activities as experience is key to developing a strong and effective leadership style.

As entrepreneurship, leadership and design thinking go hand-in-hand, the Enterprise and Entrepreneurship Education Framework offers a key opportunity for development. We can create a logical and viable model that can be applied to new and existing curricula in relevant subject area. Having established the importance of Morgan's Notable Nine mindsets in relation to future leadership, these principles will play a big part in the new model. The Design Management course at Birmingham City University already begins to embody some of the key thinking described within this project.

However, it would also be beneficial for this model to be incorporated into wider design and business courses. Every student must be prepared to lead, or be led, in the organisations of the future.

Figure 22 - Enterprise, Entrepreneurship and Leadership Education framework adapted from AdvanceHE by Uner, I (2021)

Enterprise, Entrepreneurship and Leadership Education

The first solution presented is a model for future education (Figure 17) – it encompasses the original idea of the EEE framework with Morgan's Notable Nine mindsets incorporated as key teaching areas.

The difference in size of each mindset reflects the importance given to each during the primary research – in the future, the model can be developed so that each mindset is equal if more data is collected on a wider scale than was possible during this project.

Surrounding this, learning objectives have been designed to express the criteria needed for each mindset. Adair's Action-Centred Leadership model has also been developed within the model, classifying the mindsets in terms of their relevance to the wider leadership context.

To support this learning framework, a teaching model was also created (Figure 18). This gave insight into the types of knowledge students would need to engage with, and the environment tutors were expected to create.
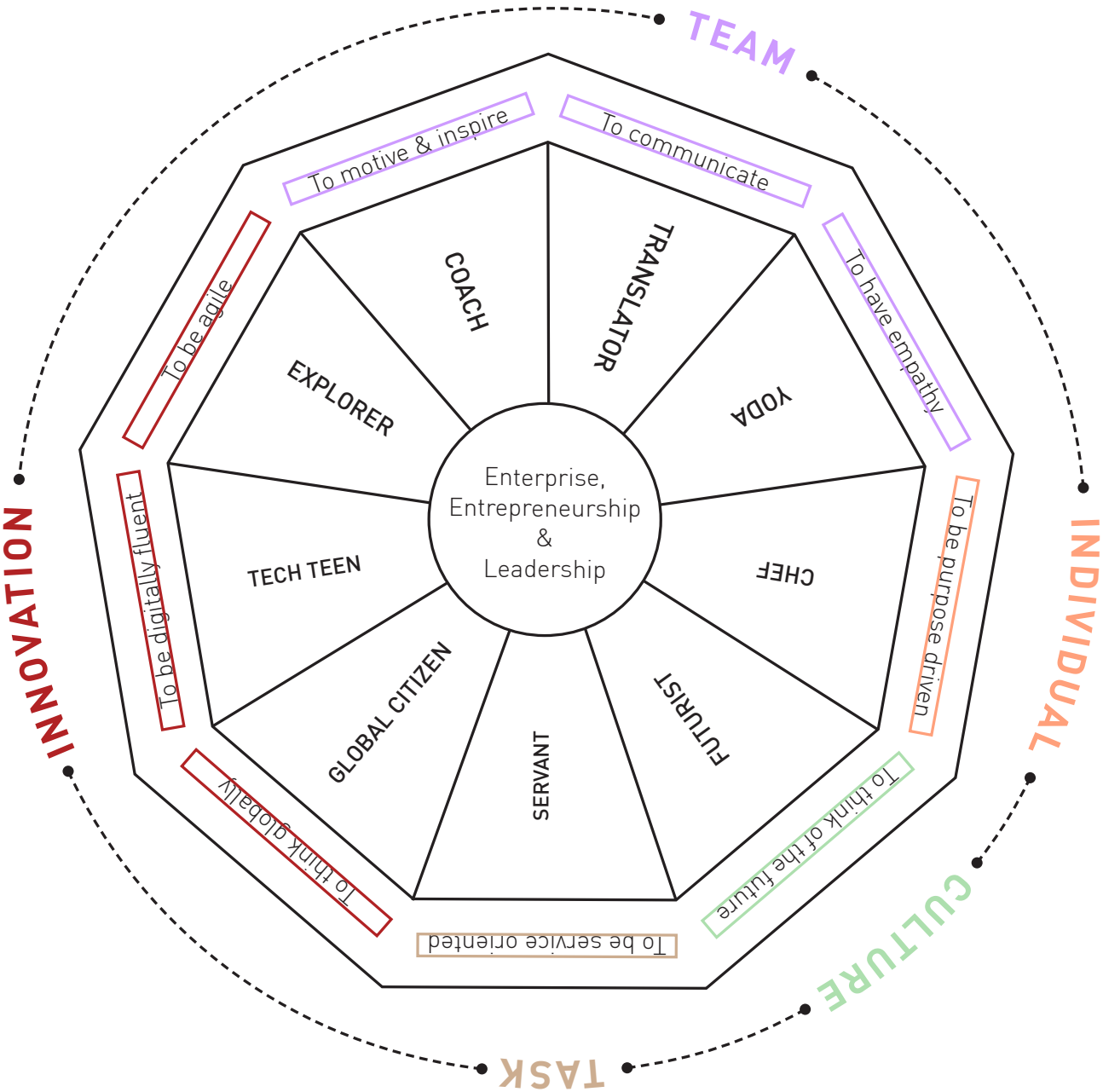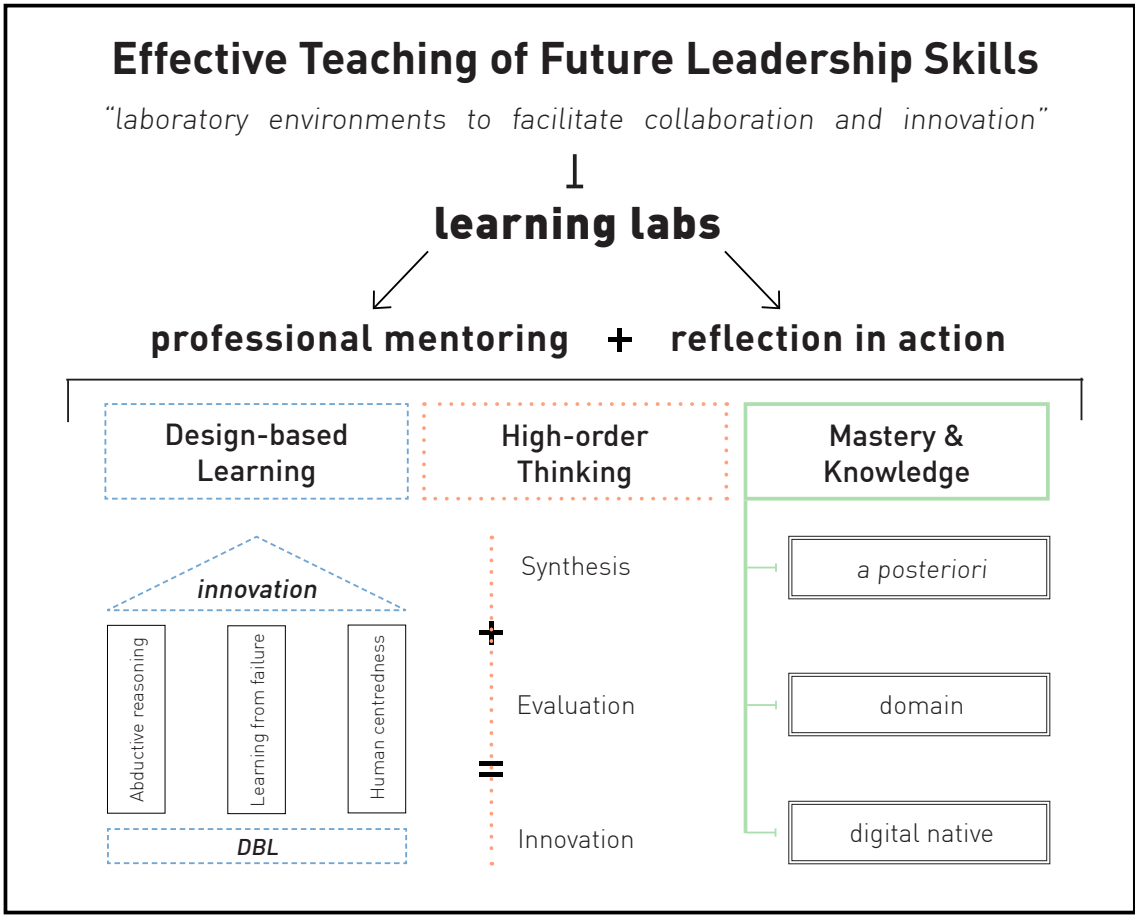

Figure 23 - Future leadership education teaching model by Uner, I (2021)

In Response to Hosford's Curriculum

The final recommendation made was in the form of Hosford's curriculum analysis framework – preliminary answers were provided based on both the secondary and primary findings within this investigation. These questions help to contextualise the viability of this new framework, and how it could benefit institutions when applied to new or existing courses.

Professionalism

1. Will there be a gain in prestige for the institution?

    Becoming an industry leader in leadership education, creating links with industry, raising their profile within business and design

2. Who will teach the new course?

    Existing tutors with key leadership knowledge and experience, guest lecturers from industry, partner with organisations

3. Is the programmeme vocational, technical, or professional?

    Mainly professional, with technical aspects fully supported by practical experience

4. Are the tutors experienced enough to handle the programmeme?

    Yes, industry experience underpinned with deep theoretical knowledge

Practicality

1. Is the new programmeme feasible?

    It is based on evidence, supported by a wealth of leadership research, and brings something brand new to the subject

2. How long will the programme last?

    24 months, work-based learning at Masters level

3. Is the new programme an improvement?

    It builds on existing understanding while developing to cater for the future

4. Will it improve the educational process for students?

    It will offer both theoretical teaching and experiential learning, resulting in higher levels of understanding

5. Will it improve the student's life experiences?

    It will prepare students for the future, which will allow them to enter different jobs and rise the ladder more efficiently

Politics

1. Will the community accept the new plan?

    It is in the best interest of organisations to support this type of development in graduates

2. How has society impacted the design of the curriculum?

    The influences of globalisation, generational mindsets, and changing workplace purpose

3. Does the programme face any philosophical biases?

    Leaders will already have a strong opinion regarding the importance of leadership

Packaging

1. Is the programme based on creativity to allow students to meaningfully encounter new experiences?

    Design thinking drives a very high level of creativity within the course

2. Does the programme include experiential, action-based learning that can enhance knowledge gain?

    Yes, it is the main teaching style supported by theory

3. Does the curriculum provide students with alternative working environments?

    Work based learning provides essential industry experience

Precepts

1. Does the programme fit with the institution's philosophy and mission?

    Continuous professional developed for the institution, beneficial education for students

2. Does the personal and professional experience of the tutor lend itself to more effective teaching?

    Tutors with experience of both theory and practical elements

3. Does the new programme fit the overall curriculum structure at the institution?

    The curriculum can be developed alongside existing courses, to draw on resources that are relevant to both the new course, and the existing teaching

Future of the study

This study has presented a key opportunity to make a real difference in the world of leadership, business and design studies. The new framework provides a basis for understanding the important teaching material that must be encouraged within curriculums. This is supported by the Future Leadership Teaching model, which helps tutors understand the ideal workspace to foster innovation and synthesis. The next steps within this field of research is to full design a new curriculum based on these recommendations within a chosen institution, which will help propel leadership studies beyond business studies, and into curriculums across art and design faculties.

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Appendix list

1   Morgan's Notable Nine mindsets

Global citizen	Think globally, embrace diversity
Servant	Service oriented, humility and vulnerability
Chef	Embrace technology, purpose-driven and caring
Explorer	Curious, perpetual learner, growth mindset, open minded, agile and nimble
Coach	Motivate, engage and inspire, create other leaders, work across generations and cultures, create effective teams
Futurist	Thinking of the future in everything
Technology Teenager	Tech savvy and digitally fluent
Translator	Listening and communicating
Yoda	Emotional intelligence

2   Full list of questionnaire questions

Exploring the role of higher education in creating the leaders of the future

*Required

Intro
This questionnaire explores the relationship between leadership teaching, industries and higher education. It is designed and distributed by me, a student within MA Design Management (MADM) at Birmingham City University (BCU).

The title of the dissertation is 'How can higher education play a role in creating the leaders of the future in creative organisations?'

This questionnaire forms part of the research for the thesis submitted in partial fulfillment of the requirements for the degree Master of Design Management at Birmingham City University.

Researcher contact details:
Isabelle Uner
MA Design Management
isabelle.uner@mail.bcu.ac.uk

Please contact me if you have further questions about privacy, safety or the topic in general.

4.   How long have you worked in your current position?

5.   Did you attend higher education?

Mark only one oval.

◯ Yes
◯ No

6.   What type of course did you study on?

Mark only one oval.

◯ Full time
◯ Part time
◯ Work based learning

7.   Please state the course(s) you studied at higher education (if applicable, please include all levels of study)

8.   Please state the institute(s) you studied at (if applicable, please include all levels of study)

Section 2 - Your views on leadership

Why am I doing this research?

The purpose of this research study is to fulfill the requirements for my masters degree, with a special focus on learning more about leadership education and its importance within higher education courses.

This information may be used for future research without additional informed consent from you, if the results remain relevant to the topic. This future research will be linked to the current researcher, but may also involve other members of their research team.

Section 1 - A bit about you

1.   What sector(s) do you currently work in? *

Tick all that apply.

☐ Finance
☐ Business and management
☐ Charity
☐ Creative arts and design
☐ Engineering and manufacture
☐ Hospitality
☐ Information technology
☐ Marketing, PR and advertising
☐ Public services
☐ Retail
☐ Science
☐ Education
Other: ☐

2.   If possible, please give a short overview of your job role within the sector

3.   Do you work as a leader within your role? (Team leader, manager etc.)

9.   What is your personal definition of a 'good leader'?

10. On a scale of 1 to 10, how important is effective leadership within your organisation?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	It is extremely

The following questions will rank future leadership skillsets and mindsets, as identified by Jacob Morgan - please consider their importance according to your specific sector.

11. How important is it for future leaders to have an Explorer mindset? (Become a perpetual learner, be curious and focus on agility and adaptability)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Extremely imp

12. How important is it for future leaders to have a Chef mindset? (Learn how to balance humanity and technology)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Extremely imp

13. How important is it for future leaders to have a Servant mindset? (Serve your leaders, your team, your customers and yourself by being humble and vulnerable)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

14. How important is it for future leaders to have a Global Citizen mindset? (Surround yourself with different people and look at the big picture)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

15. How important is it for future leaders to be Futurists? (Look towards the future and think through different scenarios)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

16. How important is it for future leaders to be Yodas? (Practice emotional intelligence and empathy)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

17. How important is it for future leaders to be Translators? (Develop listening and communication skills)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

18. How important is it for future leaders to be Coaches? (Motivate and engage others and create effective teams across geographies and generations)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

19. How important is it for future leaders to be Technology Teenagers? (Embrace new technology and be tech-savvy)

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not at all important	○	○	○	○	○	○	○	○	○	○	Extremely imp

20. Have you ever been taught how to be a good leader?

Mark only one oval.

○ Yes
○ No

21. Where did you first experience 'leadership education'?

Mark only one oval.

○ Higher education course
○ Workplace training
○ External courses
○ Coaching or mentoring
○ I have never experience leadership education
○ Other: _____

22. Does your organisation or workplace take steps to teach/encourage leadership skills to their teams?

Mark only one oval.

○ Yes
○ No
○ Other: _____

23. If yes, please give a brief overview of their methods or policies.

_____
_____
_____
_____

24. Harold Geneen said "Leadership cannot really be taught; it can only be learned." To what extent do you agree with this statement?

Mark only one oval.

○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree

25. Please provide an explanation of your answer.

_____
_____
_____
_____

26. Do you believe graduates will benefit from being equipped with leadership skills through higher education?

Mark only one oval.

○ Yes
○ No

27. Please provide your reasoning.

_____
_____
_____
_____

Section 3 - Future leaders

28. Do you believe the skills required to be a good leader will change in the next 5 years?

Mark only one oval.

○ Yes
○ No

29. If yes, how and why will they change? If no, why not?

_____
_____
_____
_____

Defining creative organisations

The Department for Digital, Culture, Media and Sport define creative organisations as the following:

1. Advertising
2. Architecture
3. Crafts
4. Design
5. Film
6. IT
7. Publishing
8. Museums, galleries, libraries
9. Music, performance and visual arts

What do you believe to be the most important skills for future leaders in creative organisations? (please rank your top 3 from the list below, with 1 being the most important of the 3)

30. 1)

Mark only one oval.

○ Empathetic
○ Inclusive
○ Having a clear vision
○ Innovative
○ Adaptive
○ Collaborative
○ Problem solving nature
○ 'Big picture thinking'
○ Global outlook

31. 2)

Mark only one oval.

○ Empathetic
○ Inclusive
○ Having a clear vision
○ Innovative
○ Adaptive
○ Collaborative
○ Problem solving nature
○ 'Big picture thinking'
○ Global outlook

32. 3)

Mark only one oval.

○ Empathetic
○ Inclusive
○ Having a clear vision
○ Innovative
○ Adaptive
○ Collaborative
○ Problem solving nature
○ 'Big picture thinking'
○ Global outlook

33. Keeping in mind the list of future leadership skills above, do you believe current leaders within your sector are well equipped for the future?

Mark only one oval.

○ Yes
○ No

34. Please give some details to explain your answer.

_____
_____
_____
_____

35. How important is the problem of 'resistance to change' in terms of future leadership in organisations?

Mark only one oval.

○ Very important
○ Quite important
○ Not very important
○ Completely unimportant

36. Please give reasoning to your answer.

_____
_____
_____
_____

37. Who holds the responsibility to nurture the leaders of the future?

Mark only one oval.

○ Organisations/companies
○ Higher education institutes
○ Lower key stage schools
○ The graduates/employees themselves

38. If possible, please provide an explanation of your answer.

_____
_____
_____
_____

39. Please leave any further comments or insights below. All your help is greatly appreciated!

_____
_____
_____
_____

40. Would you be happy to be contacted in the future for further discussion on your answers or for inclusion in focus groups/interviews?
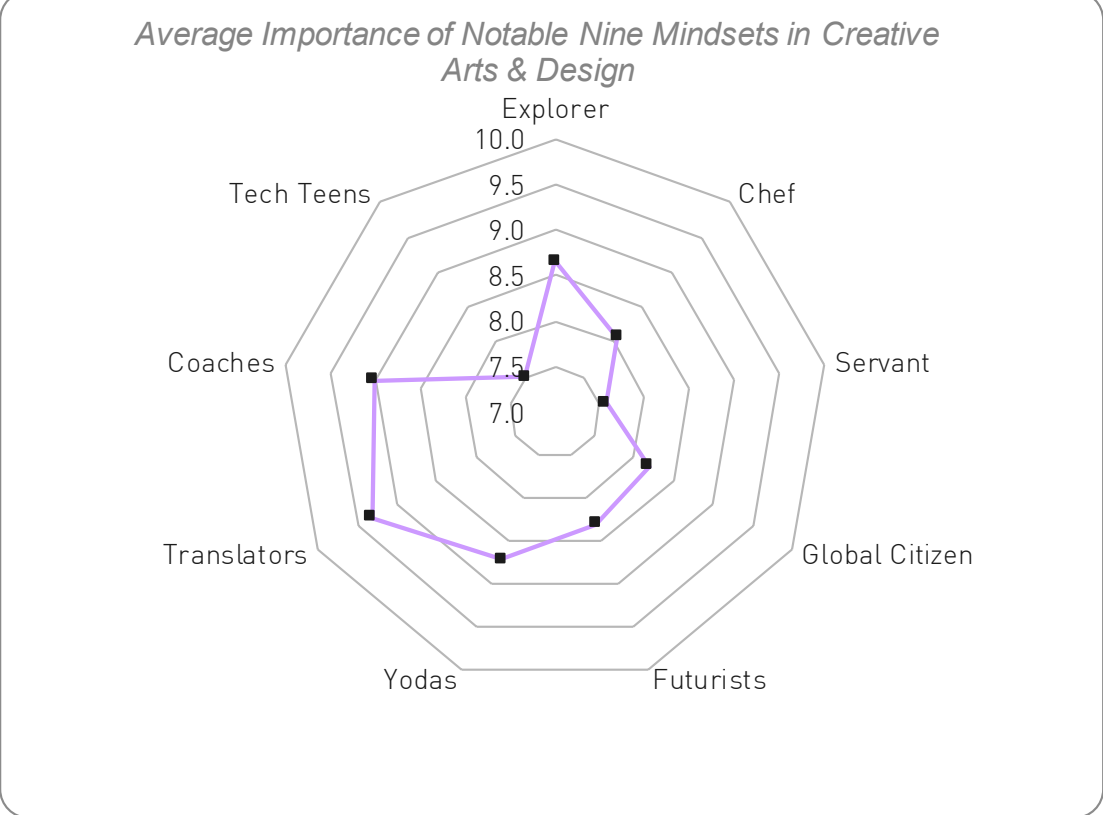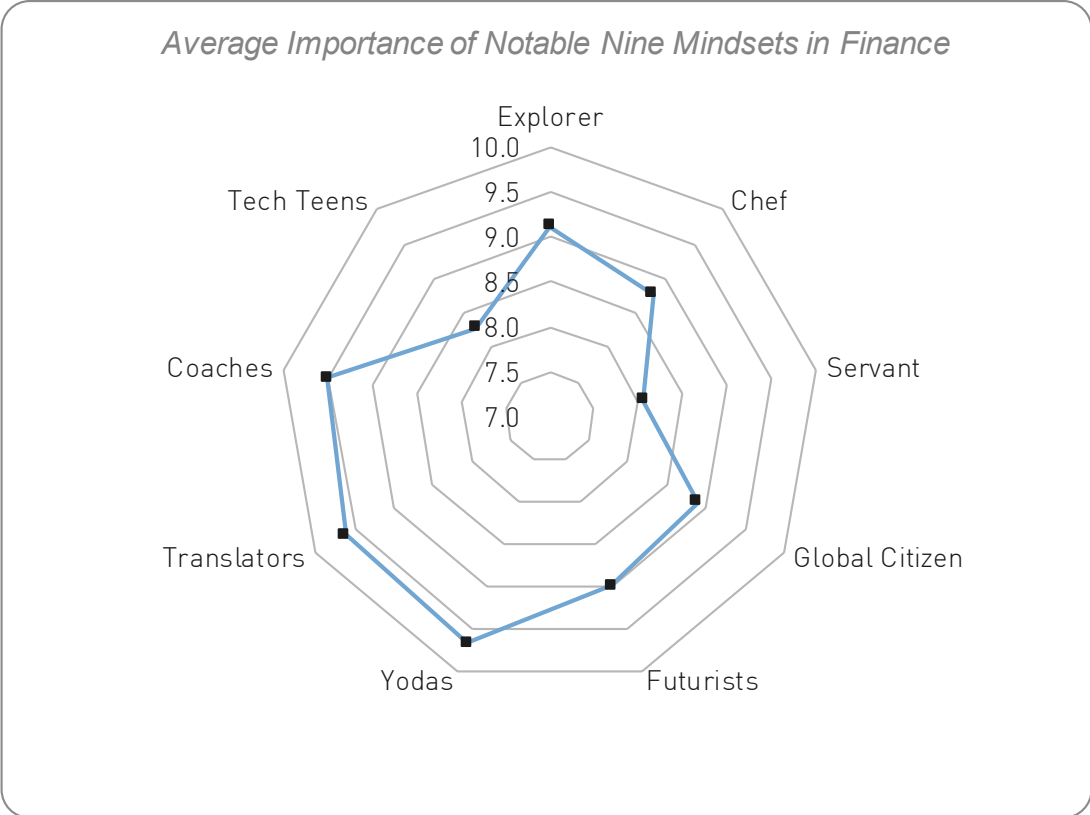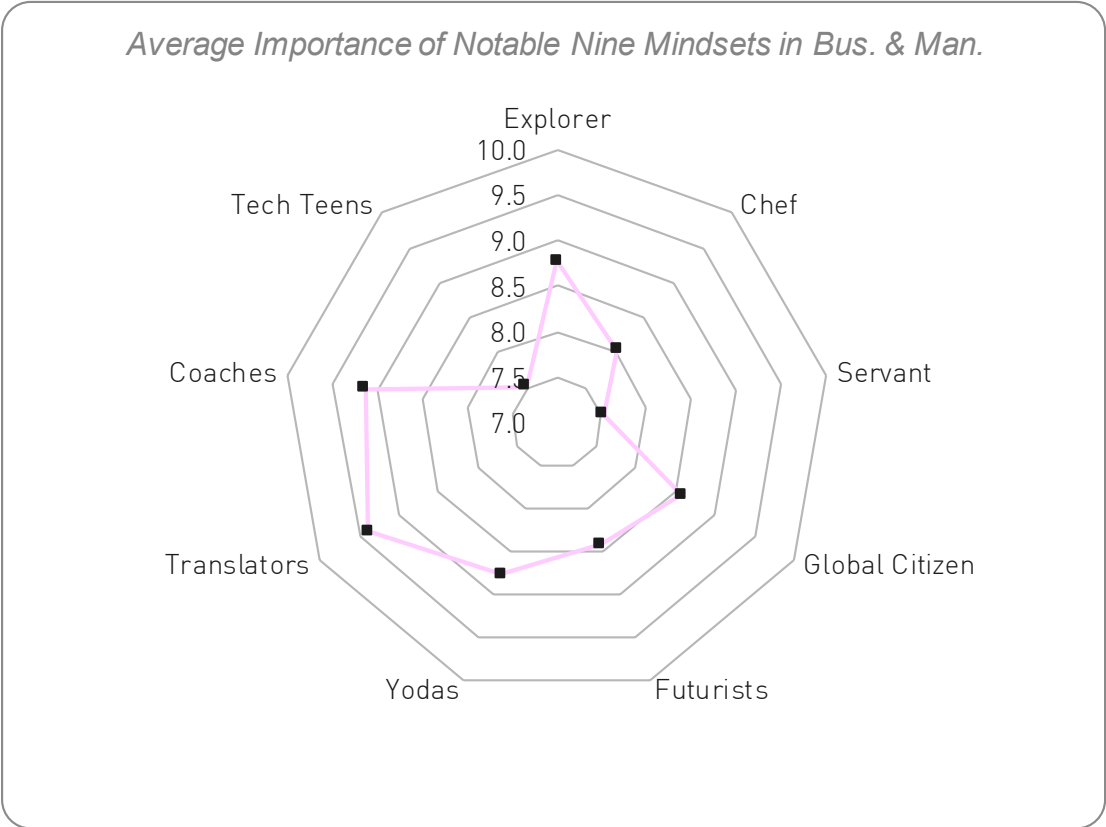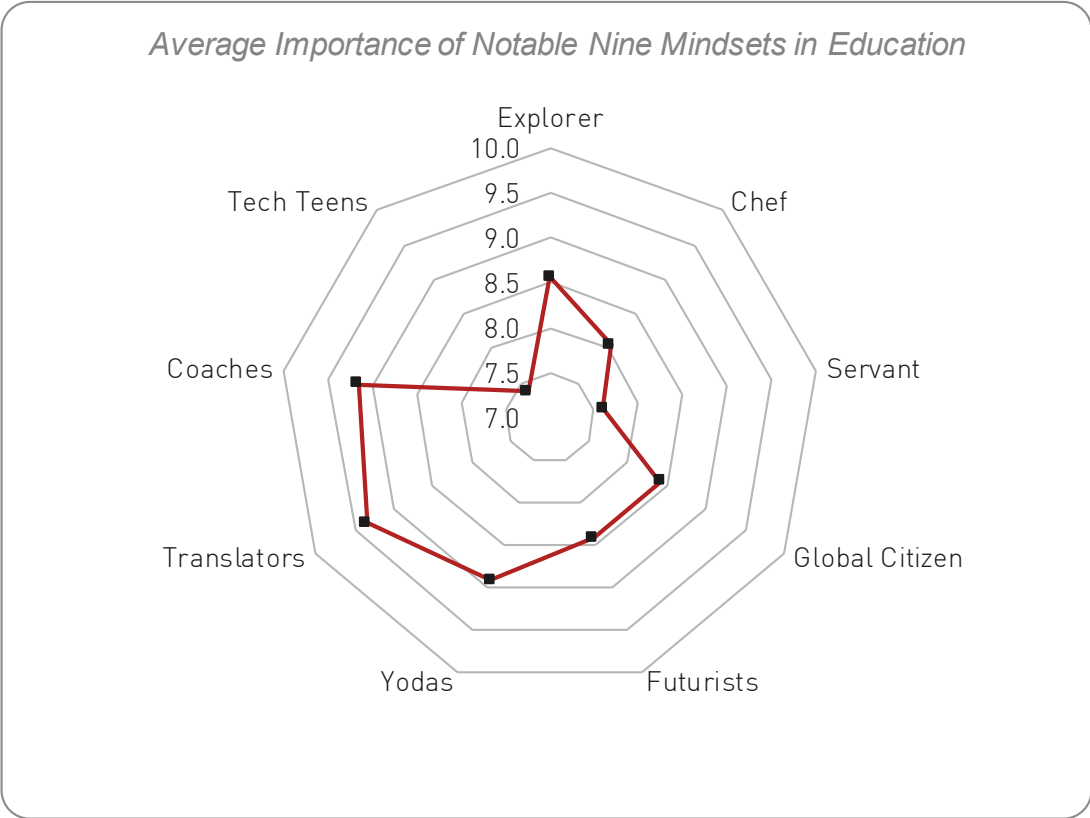
Mark only one oval.

○ Yes
○ No

41. If yes, please leave your contact details below. Thank you!!!

_____
_____
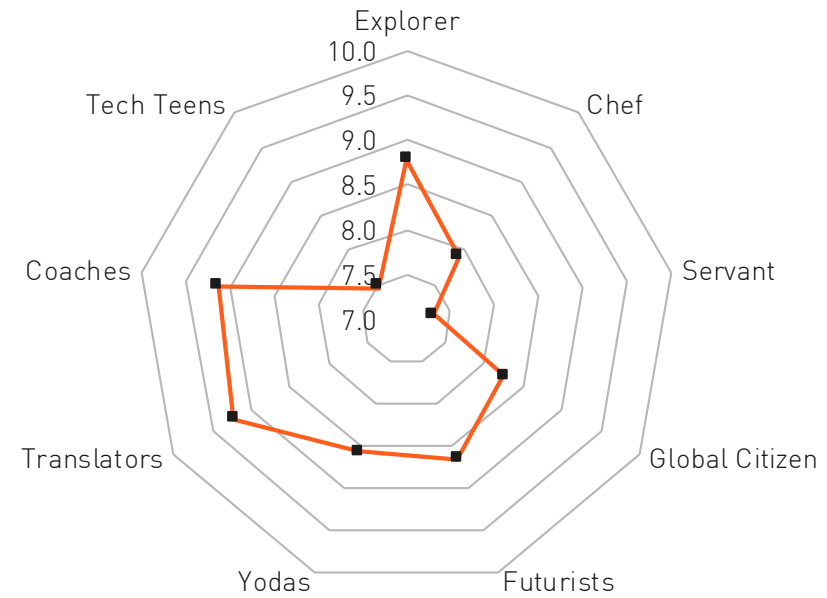_____
_____

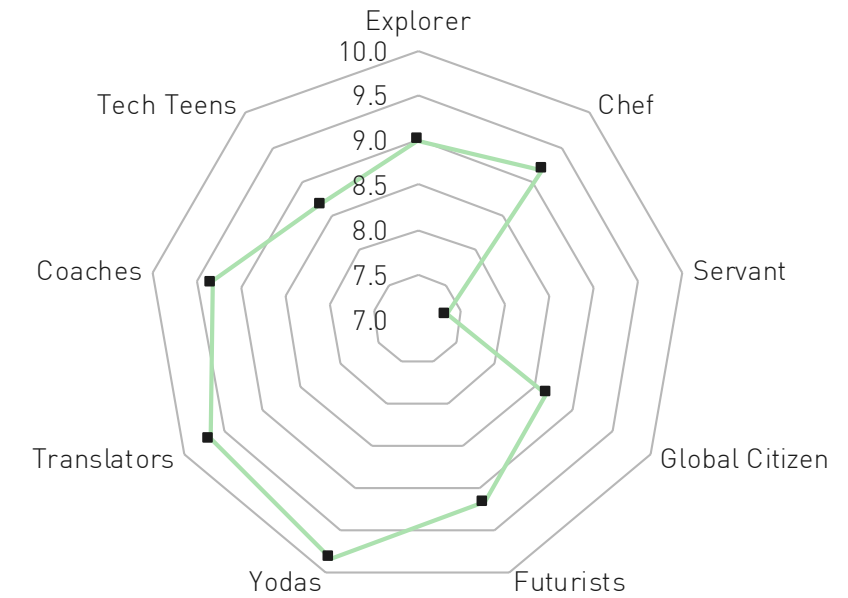# 3   Radial breakdowns - Importance of the Notable Nine

Average Importance of Notable Nine Mindsets in Education

Average Importance of Notable Nine Mindsets in Bus. & Man.

Average Importance of Notable Nine Mindsets in Finance

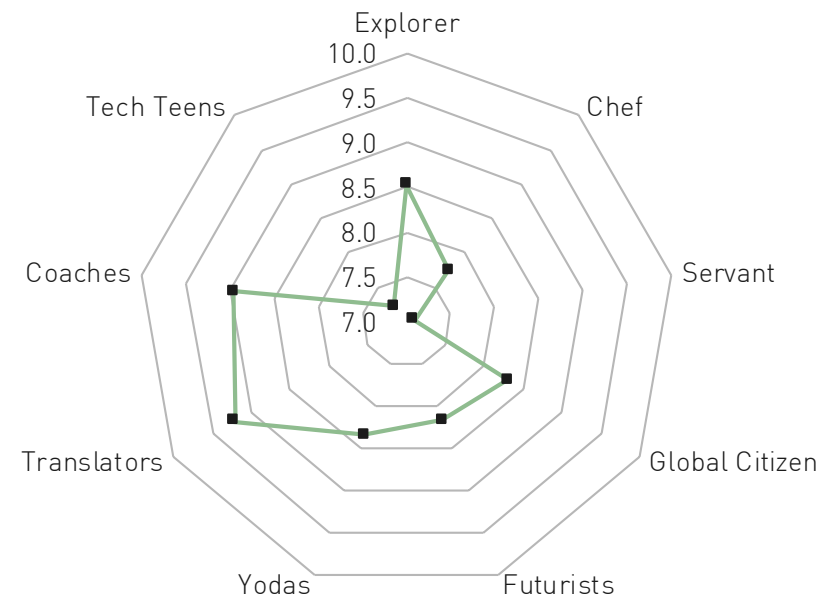Average Importance of Notable Nine Mindsets in Creative Arts & Design

Average Importance of Notable Nine Mindsets in Engineering & Manufacture
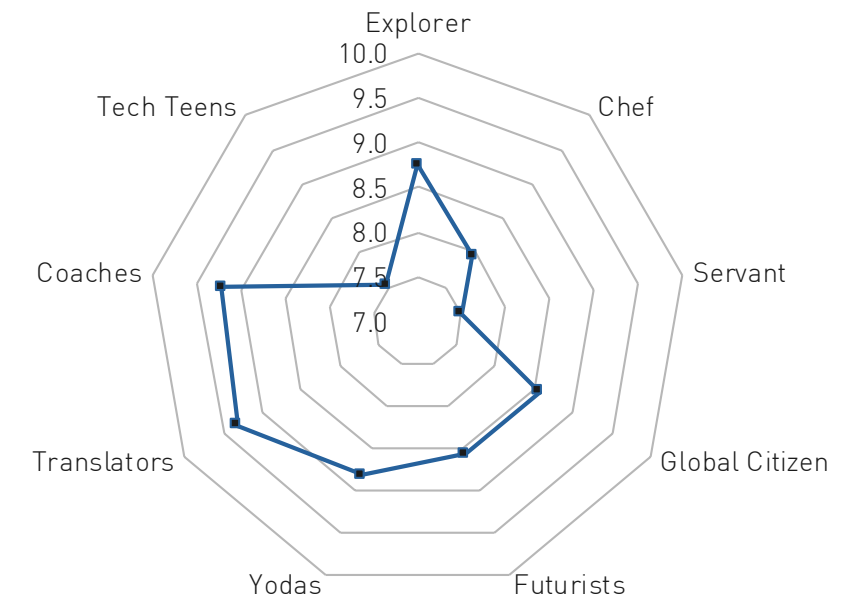

Average Importance of Notable Nine Mindsets in Science
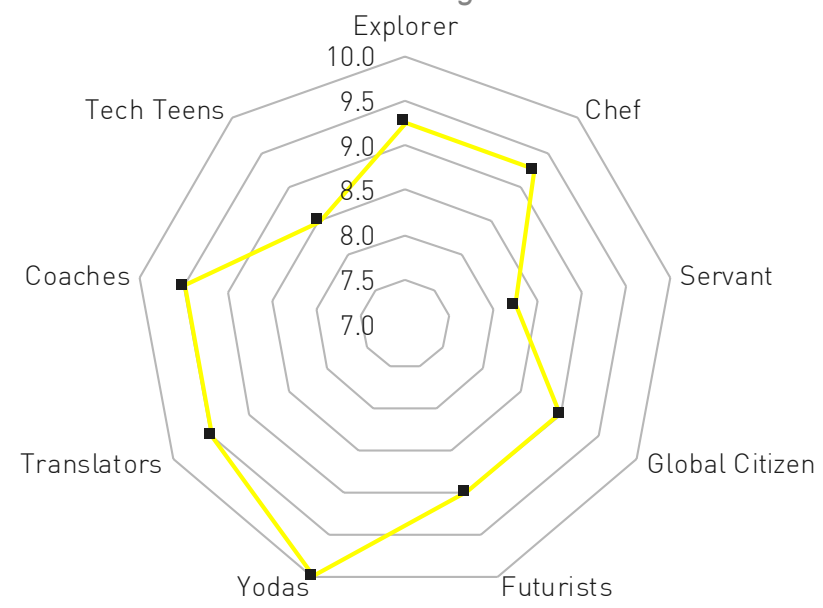

Average Importance of Notable Nine Mindsets in Public Services

Average Importance of Notable Nine Mindsets in Hospitality & Retail

Average Importance of Notable Nine Mindsets in Marketing & Advertising

Average Importance of Notable Nine Mindsets in Information Technology

Assessment Coversheet and Feedback Form | **Faculty of Arts, Design and Media**
School of….
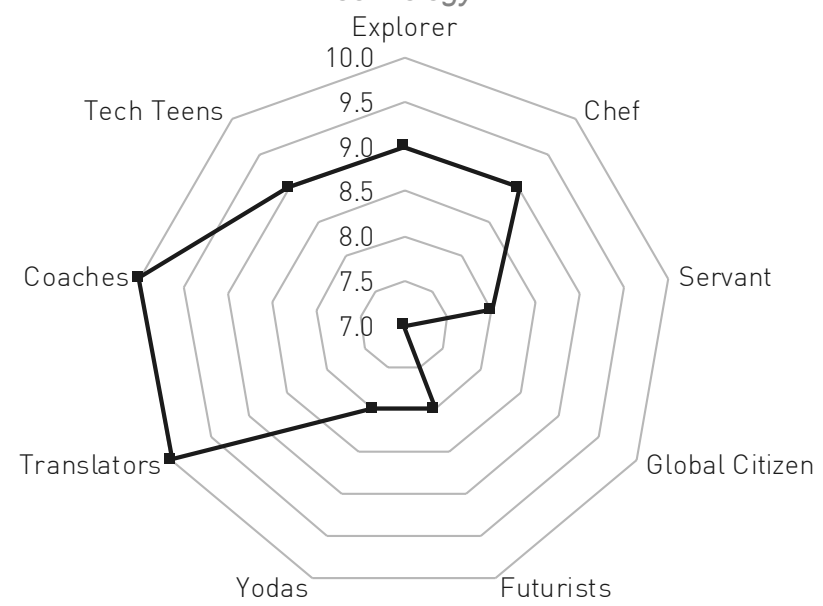
Complete the details marked in the **coloured text** and leave everything else blank. Where appropriate, copy and paste your submission after the first pages as indicated. You are reminded of the University regulations on cheating. Except where the assessment is group-based, the final piece of work which is submitted must be your own work. Close similarity between submissions is likely to lead to an investigation for cheating. You must submit a file in an MSWord or equivalent format as tutors will use MSWord to provide feedback including, where appropriate, annotations in the text.

Student Name	Isabelle Uner	Reasonable Adjustments	
Student Number	17115595	The Faculty has notified me that I am eligible for a Reasonable Adjustment (including additional time) in relation to the marking of this assessment.	
Course and Year			
Module Code			
Module Title		**Yes/No** (delete as appropriate)	
Assessment Title		Please note that action may be taken under the University's Student Disciplinary Procedure against any student making a false claim for Reasonable	
Module Tutor		Adjustments.	

First Marker Name:			Date:	
Feedback: General comments on the quality of the work, its successes and where it could be improved				
			Provisional Uncapped Mark Marks will be capped if this was a late submission or resit assessment and may be moderated up or down by the examination board.	
			%	
Feed Forward: How to apply the feedback to future submissions				

PLEASE DELETE: Note to Module Leader: please use the section below if it is relevant to the assessment you have set. If you prefer, you may alter or remove it.

Quality and use of Standard English and Academic Conventions				
	Spelling Errors		Style is Colloquial		**Standard is a Cause for Concern**
	Grammatical Errors		Inappropriate Structure		If the box above has been ticked you should arrange a consultation with a member of staff from the Centre for Academic Success via Success@bcu.ac.uk
	Punctuation Errors		Inadequate Referencing		

Moderation: To ensure your mark is fair, a cross section of work is moderated by another member of staff. If your work was part of the sample, this is indicated in the box below.				
Your work was not part of the sample.				
Moderator Name:			**Date:**	

Marking Criteria – Please study this page carefully
Undergraduate

		0 – 39% Fail	40 – 49% Pass 3rd	50 – 59% Pass 2:2	60 – 69% Pass 2:1	70 – 100% Pass 1st
Learning Outcome 1 Mark	*Criteria 1*					
	Criteria 2 etc.					
Learning Outcome 2 Mark	*Criteria 1*					
	Criteria 2					
Learning Outcome 3 Mark	*Criteria 1*					
	Criteria 2					
Learning Outcome 4 Mark	*Criteria 1*					
	Criteria 2					

Postgraduate

		0 – 49% Fail	50 – 59% Pass	60 – 69% Pass Merit	70 – 100% Pass Distinction
Learning Outcome 1 Mark	*Criteria 1*				
	Criteria 2 etc.				
Learning Outcome 2 Mark	*Criteria 1*				
	Criteria 2				
Learning Outcome 3	*Criteria 1*				

Mark	*Criteria 2*			
Learning Outcome 4	*Criteria 1*	3		
Mark	*Criteria 2*			